

*Junior High School*

TEACHER RESOURCE MANUAL

Home Economics

1987

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**Junior High  
Home Economics**

**TEACHER RESOURCE MANUAL**

**1987**

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## PREFACE

This Teacher Resource Manual has been developed to assist you with implementing the contents of the Junior High Home Economics Curriculum Guide, 1987. You are encouraged to integrate additional materials.

More specifically, this Teacher Resource Manual provides:

1. further information about the management process and how to implement it in the classroom
2. suggestions for organizing junior high home economics programs
3. alternative methods of teaching junior high home economics
4. suggestions for completing the safety requirements of the junior high home economics program
5. information and suggestions for classroom management
6. recommendations and suggestions for evaluation
7. methods of furthering a partnership with the home and community
8. ideas for continuing a professional commitment
9. suggested teaching/learning strategies and learning resources for each module

## ACKNOWLEDGEMENTS

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## INTRODUCTION

Program Rationale  
Home Economics Goals

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A. PROGRAM RATIONALE

Home economics education helps students learn concepts and develop attitudes and skills that lead to improving the quality of their lives by focusing on the nature and challenges that individuals and families experience in daily living. They learn how to manage their lives by making choices and decisions about human relationships, material and non-material resources. Students practise a management process in a laboratory setting through the context of family studies, food studies, and clothing and textiles studies.

We are challenged with ever-increasing social and technological changes in society. Therefore, in home economics education students are not limited simply to receiving information. Instead, they are actively involved in a management process which provides them the opportunity to learn to use information in directing their daily lives. They have the opportunity to become lifelong learners who are adaptable and flexible during changing times.

B. HOME ECONOMICS GOALS

The goals of home economics education are developed from the goals of education and the goals of schooling of Alberta Education as they relate specifically to the content and process of home economics. The student is the central focus of home economics education, and the goals of the Junior High Home Economics Program are developed to provide opportunities for students to:

1. develop critical thinking skills associated with the management process to solve problems related to human relationships, food, clothing and shelter
2. transfer critical thinking skills from the laboratory setting to daily life in order to develop competencies toward self-sufficiency in human relationships, food, clothing and shelter
3. develop self-confidence through applied learning activities
4. develop responsibility for self-directed learning and goal setting
5. recognize the uniqueness of individuals and of families in order to enhance human relationships
6. develop consumer competencies
7. develop tolerance and understanding toward others
8. develop abilities to adapt to change
9. identify the range of careers related to the discipline of home economics.



## Chapter one

# THE MANAGEMENT PROCESS

Description  
Implementation

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## DESCRIPTION

The management process may be used as a basis for planning student activities in a module. There are pages of examples on the management process as applied to a planned matrix of student activities.

The management process is used to deliver the Junior High Home Economics Program. Several management process models exist, one example of which is illustrated in Figure 1 and includes **DECISION MAKING, PROBLEM SOLVING, AND ANALYZING**. **DECISION MAKING** recognizes that a decision is needed, assesses resources, and identifies, assesses and selects alternatives. **PROBLEM SOLVING** extends decision making into the action stage; that is, develops a plan of action and puts it into effect. **ANALYZING** evaluates the parts of, or the entire decision-making and/or problem-solving components.

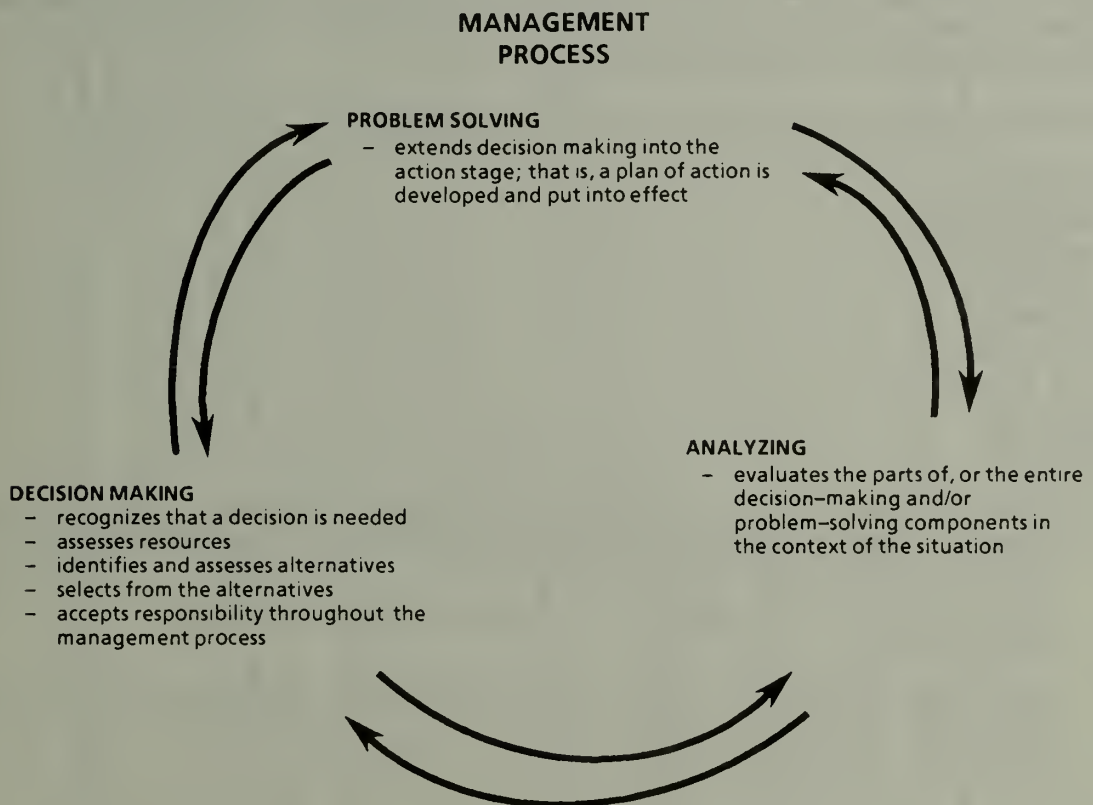


Figure 1

## **IMPLEMENTATION**

The content and activities of the Junior High Home Economics Program are the vehicles for teaching the management process. The content includes the knowledge, attitudes and skills contained in each module of the curriculum guide.

The management process is implemented through addressing the following general questions based on the knowledge and skills contained in the module:

1. What student learning activities are provided for practising the decision-making component?
2. What problem-solving applications are taking place relative to these activities?
3. How is the analyzing component being implemented in the module?

For each module in the guide, there is a list of specific questions to help you guide the students through the three components of the management process. These questions are guidelines for planning student learning activities or projects that address the objectives of the modules; they represent a range of cognitive levels and are not "all-inclusive". All the questions should be addressed and you are encouraged to add more.

The following is a list of cognitive levels used in the planning of the learning activities:

- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation

## **Bibliography**

1. Bloom, Benjamin S., et al. Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook 1: Cognitive Domain. New York: David McKay Co., Inc., 1966.
2. Deacon, Ruth, and Firebaugh, Francine. Family Resource Management. Toronto: Allyn and Bacon Inc., 1981.
3. Kieren, Dianne, Vaines, Eleanore and Doris Badir. The Home Economist as a Helping Professional. Winnipeg: Frye, 1984.



## THE MANAGEMENT PROCESS AS APPLIED TO A PLANNED MATRIX OF STUDENT ACTIVITIES

Examples of student activities that provide an opportunity to practise the management process.

Module:

Child Care I (Compulsory)

OBJECTIVES	MANAGEMENT PROCESS ACTIVITIES		
	DECISION MAKING	PROBLEM SOLVING	ANALYZING
The student will be able to:			
1. demonstrate an understanding of quality child care by studying a variety of care-giving skills	Student selection of guest speakers	Child care in the classroom	Students set up a bulletin board
2. list the rights and responsibilities of a care-giver	Field trip to day-care; mothers or fathers to speak to students re: what they look for in a babysitter	Make a list of the rights and responsibilities of a babysitter	Written evaluation or class discussion
3. demonstrate appropriate skills in caring for children <ul style="list-style-type: none"> <li>- describe procedures for accident prevention and handling emergencies</li> <li>- select and prepare nutritious food for young children</li> <li>- describe behaviour and needs of young children</li> <li>- guide children in play activities</li> <li>- assist children in clothing choice and changes</li> </ul>	Observe and record observations of young children	Prepare a suitable food	Record and analyze children's reaction; cost/nutritive analysis
4. integrate knowledge and skills along with decision-making, problem-solving and evaluating processes through "child care related" projects	Plan a project appropriate for a specific age, such as a luncheon/snack for a local playgroup or kindergarten class	Construct project	Evaluate children's enjoyment and the appropriateness of food; evaluate management of project

Module:  
Foods II (Compulsory)

OBJECTIVES	MANAGEMENT PROCESS ACTIVITIES		
	DECISION MAKING	PROBLEM SOLVING	ANALYZING
<p>The student will be able to:</p> <ol style="list-style-type: none"> <li>1. demonstrate an understanding of safety, hygiene, and management in food preparation <ul style="list-style-type: none"> <li>- practise safe, hygienic routines when preparing food</li> <li>- identify and correctly interpret hazardous product symbols</li> </ul> </li> </ol>	<p>Safety scavenger hunt – find the problems, dangers, etc.</p>	<p>Change situations that require correction</p>	<p>Complete a checklist at home for safety, or analyze a magazine picture of a kitchen</p>
<ol style="list-style-type: none"> <li>2. plan balanced diets in a variety of given circumstances <ul style="list-style-type: none"> <li>- list the role of nutrients</li> <li>- describe the relationship between nutrients and Canada's Food Guide</li> <li>- describe the relationship between balanced meals and Canada's Food Guide</li> <li>- differentiate nutrient needs throughout the life cycle</li> </ul> </li> </ol>	<p>Game - e.g., puzzle, trivia game based on Objective 2</p>	<p>Plan and prepare foods appropriate to given case studies</p>	<p>Chart for comparison, evaluation</p>
<ol style="list-style-type: none"> <li>3. apply knowledge and management skills to life situations <ul style="list-style-type: none"> <li>- understand that appropriate decision-making skills contribute to successful food and meal preparation, and the effective use of resources</li> <li>- understand how to secure and maintain maximum nutrition in food when buying, storing, and preparing</li> <li>- select and evaluate food forms and preparations appropriate to various life situations</li> <li>- select appropriate equipment for the food preparation task and make suitable adjustments or substitutions as necessary</li> </ul> </li> </ol>	<p>Plan a nutritious meal given specific criteria – i.e., life situation, budget, storage facilities, etc.</p>	<p>Make meal</p>	<p>Evaluate whether criteria met</p>

OBJECTIVES	MANAGEMENT PROCESS ACTIVITIES		
	DECISION MAKING	PROBLEM SOLVING	ANALYZING
The student will be able to:			
1. analyze present wardrobe <ul style="list-style-type: none"> <li>- distinguish between needs and wants</li> <li>- apply knowledge of elements of design to wardrobe planning</li> <li>- establish short- and long-term plans</li> <li>- redesign or recycle clothes</li> </ul>	Students decide what looks good on them	Choose clothes for wardrobe that meet the criteria in decision making	Make a wardrobe plan for winter or summer
2. demonstrate skills in purchasing clothes <ul style="list-style-type: none"> <li>- identify quality features in fit, construction, and fabric</li> <li>- understand information provided on labels and hang tags</li> <li>- analyze advantages and disadvantages of available competitive clothing outlets</li> <li>- understand consumer rights and responsibilities</li> </ul>	Pick a coordinated plan Can some part of the coordinated plan be <u>made</u> ?	Make an article of clothing that can become part of coordinated plan	Is it better to buy or make this outfit or item? Analyze and evaluate
3. construct a garment using a commercial pattern <ul style="list-style-type: none"> <li>- demonstrate ability in basic construction techniques and use of pattern</li> <li>- practise advanced construction techniques</li> <li>- develop and follow a management plan in construction of garment</li> <li>- compare quality, cost, and satisfaction of constructed garment with ready-made garment</li> </ul>	Make a management plan for garment construction	Use plan to guide progress of garment construction	Evaluate plan

OBJECTIVES  The student will be able to:	MANAGEMENT PROCESS ACTIVITIES		
	DECISION MAKING	PROBLEM SOLVING	ANALYZING

## Chapter two

# PROGRAM ORGANIZATION

Program  
Methodology  
Planning  
Facilities

---





## Program Organization

### PROGRAM

The Junior High Home Economics Program has been organized into modules. This module format allows for maximum flexibility and accommodates a variety of student abilities and backgrounds, learning styles, facilities, timetables and teaching styles.

There are twenty-seven modules (of 15 hours each) in the Junior High Home Economics Program each of which is divided into three different levels and three specialty areas. Each level contains \*three compulsory modules, one from each specialty area. These modules contain essential content that serves as a foundation for other modules in that specialty area. The remaining two modules for each level can be selected from the same level or lower level(s) according to student and community needs.

An effective home economics program consists of a balanced selection of modules from the specialty areas. The entry level chosen for any particular student or groups of students is flexible depending on student ability and background. For example, it may be that a group of Grade 9 students with little previous background in food preparation should begin with the Foods I or II module rather than Foods III.

Chart of Junior High Home Economics Program Modules

MANAGEMENT PROCESS ↓	Specialty Areas	Level I	Level II	Level III
	Family Studies	* Child Care I  Grooming  Culture and Traditions	* Child Care II  Family Life and Technology  Living Space II	* Challenges and Choices  Personal Money Management  Living Space III
	Food Studies	* Foods I  Simple Snacks and Meals  Enjoying Food with Others	* Foods II  Canadian Heritage Cookery  Fast Foods	* Foods III  Making Meals  Cultural Foods
	Clothing and Textiles Studies	* Sewing I  Clothing I  Creative Textiles	* Sewing II  Clothing II  Sports Gear	* Sewing III  Clothing III  Special Purpose Sewing

\*Compulsory Modules

The accomplishment of home economics education goals and objectives is achieved through student activities. These activities should be based on students' needs and interests, as well as local community needs.

Five modules constitute a minimum course of 75 hours. Each module represents 15 hours of student activity and contains a **required** component and an **elective** component.

The **required** component "... contains the knowledge, skills and attitudes that all students should be expected to acquire."<sup>1</sup> A minimum of **70%** of the time spent on each module must address this "required" component. The Junior High Home Economics Curriculum has designated the student objectives as the "required" content. These objectives are met by addressing the content and process questions.

The **elective** component "... consistent with the content and objectives of the required component, provides opportunities to adapt or enhance instruction to meet the diverse needs and abilities of students."<sup>2</sup> A maximum of **30%** of time spent on each module should address the elective component and provide opportunities for enrichment and remediation.

Implementation of the "required" and "elective" components, as applied to the Junior High Home Economics Curriculum would vary with each module, taking student needs and interests as well as local community needs into consideration. Based on the above, the "elective" component (maximum time allotment of 30% or 4 1/2 hours in any one module) may be used to provide on-going remedial and/or enrichment activities for a student or a group of students through the module, or to provide opportunity for differentiated projects after the initial 10 1/2 hours (or more) of learning activities, to reinforce and/or enrich the student learning objectives.

NOTE: SOME COMPONENTS OF EACH MODULE MUST BE ELECTIVE UP TO A MAXIMUM OF 4 1/2 HOURS. DEPENDING ON EACH SITUATION, THE ELECTIVE COMPONENT MAY BE LESS THAN THE 4 1/2 HOURS.

Since home economics is a process oriented course offered in a laboratory setting, the length of the class is an important factor. Teachers, who piloted this curriculum, reported that a minimum class length of 60 minutes was most effective in advancing student learning and in promoting safe and hygienic learning conditions.

- 
1. "Policy Guidelines and Procedures re: Elective Components of Core and Complementary Courses at the Junior High School Level." Curriculum Branch, Alberta Education, 1986.
  2. Ibid.



The following chart indicates how the "elective" component of the curriculum guide could be implemented to meet students' needs and interests.

Module:	Implementation of Elective Component (Maximum – 4 1/2 hours per module)
FOODS II	This class as a whole required the 15 hours of module time to cover the "required" content (e.g., the objectives as met by the content and process questions).
FOODS III	Most of this class was very motivated and handled management concepts and responsibility very well. The objectives (required content) were covered by 4 out of 5 lab groups in 11 1/2 hours. The remaining 3 1/2 hours of the "elective" component were spent on various projects related to the module content and students' needs and interests (e.g., experimental cookery, research project, etc.). The projects and results were shared with the class at the conclusion of the module. The fifth group covered the "required" material in 14 hours and used the remaining hour to play a game relating to preparation skills and food techniques.
SEWING II	A students' and teacher's assessments of student progress through the first portion of Sewing II determined how the "elective" component was utilized by each student. For example: students experiencing difficulty with concepts and skills used the "elective" component for review and practise and then chose a project commensurate with their ability. Students progressing quickly with good skill development chose a more difficult project and used the 4 1/2 hours allotted to the "elective" component to enable them to complete a more time and skill demanding project.
FAMILY LIFE AND TECHNOLOGY	Some students in this class finished the "required" component of the module and then planned an "individualized" activity (the "elective" component). Four of these students prepared a debate on the "ethics" of technology and then presented it to the class. Some students chose creative writing projects and considered what life and technology would be like 30 years from now. Other students required all 15 hours of module time to complete the "required" component.

## GUIDELINE FOR PLANNING A PROGRAM

You can use the following steps:

1. Read the Junior High Home Economics Curriculum Guide, 1987.
2. Determine the instructional time that is available for each home economics course. How many classes are there in the school year? How long is each class?
3. List the three compulsory modules and select two other modules. To complete the course, decide on the sequence of the modules.
4. Prepare a long-range plan for the year, including the titles of the modules and an appropriate allocation. The sample yearly plan on page 26 could be used and/or the week-by-week plan on page 28.
5. Prepare daily class plans including objectives, process (teaching/learning strategies), resources required, student evaluation strategies and lesson evaluation. The sample daily class plan could be used (see page 30).
6. Add to the daily lesson plans copies of additional materials that you want to include in that class.
7. Prepare a course outline for the students including course description, objectives, yearly student evaluation plan and other pertinent information such as school policies and resources required.
8. Assess your personal strengths that will assist you in delivering an effective program.

**REMEMBER:** A time plan often needs to be modified, but a good initial plan gives you and your classes a sense of direction and confidence. Plan for flexibility in each unit. Unexpected class interruptions, slower than expected progress, and your decisions (with student input) to change a unit may all affect the time needed.

## **METHODOLOGY**

The method that is employed to assure that students achieve the objectives of the Junior High School Home Economics Program is your professional responsibility. The method you select can range from teacher directed to student managed to student directed.

In the **TEACHER DIRECTED METHOD**, the teacher controls the program. The teacher makes the decisions regarding content and skills to be acquired. The teacher's expertise and experience is sought by the students, and there is a high demand on a teacher's energy.

In the **STUDENT MANAGED METHOD**, the students make a number of decisions about the application of knowledge and skills within the guidelines established by the teacher. The students have definite responsibilities and the teacher becomes a facilitator and an information giver.

The **STUDENT DIRECTED METHOD** is at the other end of the continuum from the teacher directed method. The teacher plays the role of facilitator and students are responsible for their learning. This method requires that students be capable of managing their own time, are self-motivated and have had previous exposure to and experience in directing learning.

The management process as applied to home economics should provide students with the opportunity to develop decision-making and problem-solving skills and become lifelong learners. Incorporating student responsibility into the home economics program achieves this goal.

An effective combination of teaching methods is possible, and a variety of teaching/learning strategies should be employed. Choose teaching/learning strategies which:

- allow for the greatest active participation of students,
- provide the greatest degree of reality or concreteness, and
- are of personal interest to the student.

The following is a list of teaching/learning strategies that are suggested in chapter nine. You are encouraged to utilize additional teaching/learning strategies that support the achievement of the goals and objectives of the Junior High Home Economics Curriculum.

- |  |   |
|--|---|
| 1. activity pages                              | 14. games                                     |
| 2. assignments: written - letters              | 15. displays - teacher                        |
| - evaluations                                  | - student                                     |
| practical home assignments                     | 16. laboratory experiences, projects          |
| 3. brainstorming                               | 17. peer teaching - demonstrations, making    |
| 4. case studies                                | videos, one to one instruction, etc.          |
| 5. class discussions                           | 18. demonstrations - teacher                  |
| 6. small group discussions                     | - student (see #17)                           |
| 7. computer-related activities                 | 19. role playing                              |
| 8. community projects/assignments              | 20. guest speakers, community resource people |
| 9. debating, panel discussions                 | 21. student research, essays                  |
| 10. bulletin boards and posters - student made | 22. student developed checklists              |
| 11. collages, scrapbooks                       | 23. interviews, surveys                       |
| 12. films, filmstrips, videotapes or cassettes | 24. student observations, conclusions         |
| 13. field trips                                | 25. student poetry, creative writing          |

## NOTES AND SUGGESTIONS REGARDING TEACHING/LEARNING STRATEGIES

1. Be open to new ideas or variations of old ideas regarding teaching/learning strategies.

For example:

- Press Conference – students should be knowledgeable in the subject area
- students pose as "experts"
- Sales Pitch – "student salesperson" tries to convince the "audience" to purchase their product; an example could be trying to convince the audience that a particular food product is a "nutritional best buy". Choice of food products could range from soft drinks to "high protein mini granola bars". Ethics of sales promotion and advertising could be discussed following this activity.

2. Students could be encouraged to read and collect current newspaper and magazine articles pertaining to new or controversial information regarding nutrition, food, technology, fashion, fabrics, safety, child care. The articles could be used as a basis for:

- debate
- further study
- panel discussions
- "press conference"
- "sales pitch"
- creation of a bulletin board or display
- research paper

3. Activity pages may be used in various ways. One suggestion is that visually impaired students could listen to a tape-recording of the activity page. A second tape recorder could be used for student responses.

4. Games may be used to create enjoyable learning activities. They may be used to introduce new information, to reinforce learning, or for review purposes. When making or choosing a game for classroom use consider the following:

- a) Is the time required to play the game reasonable in terms of expected learnings?
- b) Is the game itself subordinate to the learnings; e.g., not "gimmicky"?
- c) Does the game create interest, excitement and enjoyment of learning?
- d) Is the structure of the subject matter carefully preserved in the game (e.g., no misinformation implied or wrong implications drawn because of omissions, over simplification, etc.)?
- e) Is it complicated enough to be interesting and challenging but simple enough for the rules to be understood quickly?
- f) Is it flexible enough to be adapted for students of different ability levels and for different purposes?
- g) Does winning the game require knowledge rather than luck?
- h) Is the paraphernalia for playing the game reasonable in terms of cost, storage requirements, and so on?
- i) Does the competition remain friendly? Team competition may be better than individual competition so that cooperation is involved.
- j) Does the game foster good relations among students?
- k) Does the game aid in skill development?
- l) Does the game improve attitudes toward learning?



Examples:

"Trivia" and "Bingo" type games lend themselves to a variety of subject matter, and may be played by individuals and/or teams.

Puzzles can be varied in type and subject matter.

"Safety or Equipment" can be used for orientation to specific facilities in classrooms, laboratories or communities.

## 5. Demonstrations

This strategy may be used by teachers and students. Demonstrations can be very helpful in promoting optimum learning situations. They can be used to show procedures, to explain new techniques, to establish standards for individual and group work, or to incorporate laboratory lessons that would be too expensive for a large group of students to complete individually. However, it is frequently better not to give a demonstration than to give one that is poorly executed.

### Planning Demonstrations

- a) Outline the material to be covered and determine the way in which it is to be presented. A concise outline should include an introduction, the major concepts to be covered, and a summary of the demonstration.
- b) Develop a sequential plan. A time schedule is helpful; in many cases, such as with food preparation, it is essential. Allow sufficient time for questions and discussion. List all the items needed for the demonstration and check to see that they are all available before starting.
- c) Determine the steps that can be taken ahead of time or be eliminated from the actual demonstration. Preparation of materials can help make a demonstration run smoothly and efficiently. Interest will be lost if too much time is spent on repetitious and time-consuming tasks. However, care must be taken that essential steps are not omitted. A happy balance is reached when enough of the actual procedures is shown so that the viewers understand what is happening but do not become bored.
- d) Select the best equipment for the demonstration and practise using it. Be sure that the equipment needed for the demonstration is in good working order and is positioned conveniently for working and viewing. A stationary or portable overhead mirror may help students see the entire procedure, particularly if the group is large.
- e) Plan to display the finished product. If the nature of the demonstration is such that the product demonstrated can be hung on a bulletin board or displayed on a table or tray, make these arrangements ahead of time. The display may be very simple, but it should be effective. All is lost if the end product does not sell itself.

### Demonstration Techniques

- a) Be prepared, so that the action will begin quickly. Opening remarks should be brief and to the point.

- b) Use of proper work heights promotes good body posture and lessens fatigue, which is an important consideration if the demonstration is repeated during several class periods.
- c) Work at a pace that allows the students to follow the details of each step of the demonstration.
- d) Practise techniques ahead of time so that manipulation becomes almost automatic.
- e) Use both hands whenever possible but try to avoid crossing hands and arms.
- f) Work in full view of the students. They may become inattentive if they are too far away to see clearly or if equipment or materials obstruct their line of vision.
- g) Keep the work surface neat and well organized throughout the demonstration.
- h) If the process or technique being shown is repetitive and time-consuming (for example, applying seam tape to the hem of a garment), plan to do enough so that the technique is understood without having to complete the entire operation. Either have the procedure partially done beforehand, with enough left unfinished so that it can be adequately shown and completed, or do only part of the work from the beginning and have a sample completed to show the finished product.
- i) Items should be passed around at an appropriate time in the demonstration. This may be during or after the demonstration depending on circumstances.
- j) References or resources may be provided for student use if demonstrations are complex or detailed.

#### Commentary and Remarks During Demonstrations

- a) It is not necessary to talk every single minute during a demonstration, but very long pauses may make it difficult to hold the attention of the group. When it is unnecessary to describe the process being performed, use the time to add depth to the subject being presented. This can be done by presenting supplementary material or by asking thought-provoking questions.
- b) Use impersonal pronouns and articles such as "this", "a", or "the". This eliminates the need to use the possessive. It can be awkward to refer to "your greasy bottom" or "our liver".
- c) Avoid saying, "The next thing I'm going to do is ...". This can be replaced with impersonal terminology such as "The second step is ...".
- d) Complete a sentence or thought before turning to something else.
- e) Stop talking when moving from one place to another, when turning away from the group, or when handling noisy equipment or materials.
- f) A good time to summarize what has been shown is when the product is being prepared for display.

## **PLANNING**

### **PLANNING FOR A SUCCESSFUL HOME ECONOMICS PROGRAM**

Students benefit from a well planned program. The following may be useful as a guide for planning or evaluating your home economics program.

1. Plan instruction around
  - learning that is structured for success
  - information that is relevant and transferable
  - student interests and concerns
  - developmental learning stages of the student
2. Use a variety of approaches to learning activities
  - large group activities involving total class
  - small group activities and projects
  - simulated family group activities and projects
  - individually paced activities and projects
3. Establish the program expectations
  - know the goals and objectives of the program
  - plan for successful experiences for the students
  - set the climate in the classroom to meet goals and objectives
  - plan timelines
  - plan for group process activities, sharing information learned
  - plan time for communication
  - plan for positive reinforcement and feedback
  - students should be aware of expectations or standard of performance expected
  - students should have opportunities for management of resources
  - evaluation procedures should be well planned and include the student and teacher in the procedures
4. Plan opportunities for students to take on
  - responsibility for, and management of their learning
  - ownership of projects, which results in pride of accomplishment
5. Plan projects with a variety of experiences to
  - accommodate various learning styles
  - provide a variety of ways in which the goals and objectives can be met
  - provide for developmental learning
  - provide projects for enrichment and remediation

#### PLAN AHEAD FOR A YEAR

1. Outline the curriculum.
2. Order films, books and related teaching materials. (Good films are often booked a year ahead.)
3. Explore the possibilities for study tours and guest speakers.
4. Plan and order materials needed for bulletin boards.

#### PLAN AHEAD FOR A MONTH

1. Complete arrangements for study tours and guest speakers.
2. Schedule projection and other equipment services.
3. Pinpoint the objects needed to illustrate particular lessons and acquire needed additions.
4. Prepare materials to be duplicated.

#### PLAN AHEAD FOR A WEEK

1. Confirm arrangements for study tour, guest speakers and projection services.
2. Complete bulletin board plans.
3. Make models and mock-ups.

#### PLAN AHEAD FOR A DAY OR TWO

1. Put up bulletin boards.
2. Assemble teaching materials.
3. Plan the classroom environment such as seating arrangements, laboratory arrangements.



## SAMPLE YEARLY PLAN FORMAT

PROGRAM: Home Economics LEVEL: II

TEACHER NAME: B. Jones

<u>MODULE NAME</u>	<u>DATES TO BE TAUGHT</u>
Child Care II (Compulsory)	September 5 - November 1
Foods II (Compulsory)	November 2 - January 6
Family Life and Technology	January 7 - March 1
Sewing II (Compulsory)	March 2 - April 30
Canadian Heritage Cookery	May 1 - June 23

YEARLY PLAN FOR                      19\_\_\_\_ to                      19\_\_\_\_  
PROGRAM \_\_\_\_\_ LEVEL \_\_\_\_\_  
TEACHER NAME \_\_\_\_\_

<u>MODULE NAME</u>	<u>DATES TO BE TAUGHT</u>

## YEARLY PLAN

Considerations when choosing entry level and modules for students:

1. Level, background of students
2. Balanced program chosen from the three specialty areas over the given time; i.e., one, two-, or three-year program.

The following chart indicates how these considerations were used to plan appropriate programs for a variety of classes.

SAMPLE YEAR PLAN

Class Description	Sept 5-Nov 1	Nov 2-Jan 6	Jan 7-Mar 1	Mar 2-Apr 30	May 1-June 23
Grade 7 girls/boys	GROOMING	*FOODS I	*SEWING I	*CHILD CARE I	ENJOYING FOOD WITH OTHERS
Grade 8 girls/boys (no previous home economics classes)	*FOODS I	FAST FOODS	*SEWING I	CLOTHING II	*CHILD CARE I
Grade 8/9 girls/boys (one or two years home economics)	8 *FOODS II 9 *FOODS III	8 FAST FOODS 9 *SEWING III	8 *SEWING II 9 MAKING MEALS	8 *CHILD CARE II 9 *CHALLENGES AND CHOICES	8 STUDENT'S CHOICE 9 STUDENT'S CHOICE
Grade 9 boys (no previous home economics classes)	*FOODS I	*CHALLENGES AND CHOICES	*SEWING I	SPORTS GEAR	SIMPLE SNACKS AND MEALS OR FAST FOODS
Grade 9 girls (two years previous home economics classes)	*CHALLENGES AND CHOICES	*FOODS III	*SEWING III	STUDENT'S CHOICE	STUDENT'S CHOICE

\*Compulsory Modules

This calendar may be useful for students or teachers planning goals, activities and time. It could be modified, enlarged and laminated for classroom use.

Name _____		Module _____		Class or Grade _____	
Monday	Tuesday	Wednesday	Thursday	Friday	

WEEK BY WEEK YEARLY PLAN

This format may be useful for detailed week by week planning.  
Long-Range Planning for \_\_\_\_\_

WEEK OF	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

The following is an example of a daily lesson format.

#### DAILY LESSON PLAN

DATE: \_\_\_\_\_

GRADE OR CLASS: \_\_\_\_\_

MODULE TITLE: \_\_\_\_\_

LESSON TITLE: \_\_\_\_\_

OBJECTIVE(S):

PROCESS (TEACHING/LEARNING STRATEGIES):

RESOURCES REQUIRED:

STUDENT EVALUATION STRATEGIES:

LESSON EVALUATION:

## **FACILITIES**

A successful home economics program provides students with the opportunity to use the management process in applied learning activities. In order to do this, junior high home economics facilities should be equipped for food preparation, clothing construction, child care, group lectures and individual study activities. Where specialized senior high home economics facilities exist for the delivery of personal living skills, food studies or clothing and textiles courses, they may be used for junior high courses. Information about recommended equipment or facilities follows. Education consultants for home economics, regional offices of Alberta Education, may be contacted regarding updated lists.

The equipment list may be altered to take into account student needs and interests and community needs.

### **HOME ECONOMICS INSTRUCTIONAL EQUIPMENT**

**20 Students  
4 or 5 Kitchens**

Suggested equipment for labs to accommodate 20 students.

Additional equipment may be necessary to provide remediation and enrichment activities. Some of the equipment is listed in order for home economics laboratories to provide students with an exposure to a variety of equipment and their usage.

	<u>Junior High</u>	<u>Senior High</u>
<b>1.0 Safety Equipment</b>		
Fire extinguisher	2	2
First aid kit	1	1
<b>2.0 Learning Centre</b>		
Filmstrip viewers	2	2
Chair	25	25
Demo table or unit with overhead mirror	1	1
File cabinet	1	1
Microcomputer (dual disk drive)	3	3
Overhead projector	1	1
A.V. cart	1	1
Teacher's desk and chair	1	1
Trapezoidal table or suitable kitchen table	10	10
Wall clock	1	1
Wall screen	1	1
V.C.R. and monitor	1	1
Filmstrip projector and cassette player (synchronized)	1	1
Cassette player	1	1
Carousel slide projector	1	1

	<u>Junior High</u>	<u>Senior High</u>
<b>3.0 Cleaning Supplies and Equipment</b>		
<b>3.1 General</b>		
Broom	2	2
Dust pan	2	2
Garbage can	2	2
Paper towel dispenser	5	5
Sponge mop and pail	1	1
<b>3.2 Food Studies</b>		
Dishcloth	50	50
Dishdrain rack	5	5
Dishdrainer tray	5	5
Kitchen garbage can	5	5
Large plastic can with sealed lid (flour and sugar)	2	2
Laundry basket	1	1
Rubber mat for bottom of kitchen sink	5	5
Service tray - large	5	5
Tea towel - good quality terry or linen	50	50
Two-step utility stool	1	1
Cafeteria trays	10	10
<b>4.0 Clothing and Textiles Equipment</b>		
<b>4.1 Machines</b>		
Serger (3 or 4 thread overlock)	4	4
Sewing machines (with zig, stretch stitches)	20	20
<b>4.2 Equipment</b>		
Clapper	0	1
Clothes brush	1	2
Dress form	0	2
Embroidery hoops - various sizes	5	5
French curve - plastic or metal	1	3
Ironing board cover - fiberglass, teflon treated	3	3
Ironing board - steel adjustable	3	3
Magnet	1	1
Metre-stick	2	2
Microscope	10	5
Needle board (large)	2	2
Pinking sheers - dressmaker quality	2	2
Point presser	1	1
Press cloth	5	5
Press mitt	1	2
Rotary cutter with board	5	5



	<u>Junior High</u>	<u>Senior High</u>
Scissors		
– buttonhole	2	2
– dressmaker's 8-inch	10	10
– left-handed	2	2
– embroidery	10	10
– paper	10	10
Seam gauges	10	10
Seam roll	1	2
Seam ripper	10	10
Skirt markers (hem)	2	2
Sleeve board	1	1
Steam iron - spray steam and dry, self-cleaning	3	3
Steamer	0	1
T-square ruler	1	5
Tailor's chalk and pencils	2	5
Tailor's ham	3	3
Tape measure - metric	10	10
Tote trays (1 per student per program i.e., 120 students = 120 tote trays)	1	1
Tracing paper - packages	5	5
Tracing wheel	15	15
Wastebaskets	20	20

## 5.0 Food Studies Equipment (5 kitchen areas)

### 5.1 Major Appliances

Dishwasher (durable quality, built-in or portable)	5	5
Dryer (electric or gas, full-sized model)	1	1
Freezer (minimum 12 c.u. ft.)	1	1
Microwave oven	5	5
Range (30-inch self-cleaning, with timer)	5	5
Refrigerator (12-17 cu. ft. frost free)	2	3
Washer (electric full-sized, 2 cycles)	1	1

### 5.2 Small Electrical Appliances

Blender	5	5
Buffet fry pan (immersible 29 X 5 cm)	5	5
Coffee maker (12 C)	1	1
Deep fat fryer (immersible)	1	5
Food processor	5	5
Kettle	1	2
Mixer (counter model, heavy duty)	6	6
Mixette	10	10
Slow cooker	1	2
Toaster	2	2
Waffle/sandwich toaster (teflon)	2	2

	<u>Junior High</u>	<u>Senior High</u>
<b>5.3 Dishes and Cutlery</b>		
Flatware service in stainless steel including	50	50
– dinner and bread knives		
– dinner and salad forks		
– teaspoons and soup spoons		
Flatware serving pieces to match including	5	5
– serving forks and spoons		
– butter spreaders		
– cake server		
Glasses	50	50
Ladles	10	10
Teapots	5	5
Place settings of durable, microwave-safe china including	50	50
– cups and saucers		
– small and large bowls		
– small and large plates		
Service pieces to match place settings including	5	5
– beverage pitcher (1.5 - 2 L)		
– butter dishes		
– cream and sugar sets, gravy boats		
– salt and pepper sets		
– serving platters and bowls		
Placemats	30	30
Tablecloths (permanent press or cotton)	5	5
<b>5.4 Food Preparation Equipment</b>		
Angel food cake pan (aluminum c/w legs and false bottom)	2	10
Apple corer	5	5
Asbestos hot mats	10	10
Assorted cookie and donut cutters	40	40
Bread bowls (stainless steel or glass 33 cm)	0	5
Blancher	0	5
Pastry bags with tips	10	10
Cake pan - aluminum 20 X 20 cm (1.5 L)	10	10
Cake pan - aluminum 30 X 5 cm	5	5
Cake pan - round - 30 X 5 cm	10	10
Candy thermometer	5	10
Canner and rack	0	2
Cannister set	5	5
Can opener	5	5
Can punch	5	5
Casseroles - large	0	10
Casseroles (pyrex 500 mL)	10	10
Chopping board - hard plastic	11	11
Colander (22 cm diameter)	5	5
Cookie sheet (aluminum 30 X 30 cm)	20	20
Cookie press	1	1

	<u>Junior High</u>	<u>Senior High</u>
Cooling/cake rack	20	20
Crepe pan	5	5
Custard cup (pyrex 250 mL)	25	25
Cutlery tray	10	10
Double boiler (1 - 1.5 L)	5	5
Double boiler (2 L glass, aluminum)	5	5
Dutch oven	5	10
Egg turner	10	10
Fondue set, stand and pot	1	2
Fruit press (cone shape)	0	2
Fry pan (cast iron or aluminum 20 X 5 cm)	5	5
Fry pan (cast iron or aluminum 30 X 5 cm)	5	5
Fry pan non-stick	10	10
Funnel (set of 3)	1	1
Grater set (3/set - flat)	5	10
Jar lifters	5	5
Jelly bags	0	5
Jelly mould (aluminum 1 L)	5	5
Jellyroll pan (aluminum 40 X 25 X 2 cm)	5	10
Cookie sheets		
Kitchen scale	1	2
Knives		
– bread knife - serrated edge	5	5
– butcher knife	1	5
– citrus knife	5	5
– French cook's knife	5	10
– knife rack	5	5
– meat cleaver	0	1
– paring knife	20	20
– steel for sharpening knives	1	2
Lemon reamer	5	5
Loaf pan - aluminum - seamless 20 X 10 cm (1 L)	10	10
Loaf pan - aluminum - seamless 22 X 12 cm (1.5 L)	5	5
Measures - dry ingredient (1, 2, 5, 15, 30 mL)	25	25
Measures - dry ingredient (50, 125, 250 mL)	25	25
Measures - liquid (250 mL)	25	25
Meat fork (large size)	5	5
Meat thermometer	1	5
Metal spatula	10	10
Metal scoop (for flour or sugar)	10	10
Mixing bowl sets (glass or metal)	20	20
Muffin tin (aluminum, 6-8 cup each)	10	10
Muffin tin (aluminum, 12 cup each)	10	10
Omelette pan	2	5
Pasta maker	0	5
Pastry blender	10	10
Pastry wheel	5	5
Perforated vegetable spoon	5	5
Pie plate - aluminum (20 X 4 cm)	10	10
Pizza pan	5	5
Potato masher	5	5

	<u>Junior High</u>	<u>Senior High</u>
Pressure canner	0	1
Roasting pan – large	0	2
Roasting pan – small	2	5
Rolling pin	10	10
Rubber spatula	20	20
Saucepans (set)	5	5
Sieves - small	5	5
Sieves - large	5	5
Springform pans and interchangeable bottoms	0	5
Tart pans	0	5
Tongs	10	10
Vegetable brush	5	5
Vegetable peeler	10	10
Vegetable steamer	2	5
Whisk	5	10
Wok	2	5
Wooden spoon	25	25

#### 5.5 Microwave Cookware

Baking dishes - glass or plastic	1 set per Microwave	
– cake pan - round, square		
– loaf pan		
– muffin pan		
– pie plate		
– covered casserole		
Parfait dishes – tall and short – and spoons	50	50
French onion soup bowls		
Barbeques		
– tongs, etc.		

Note: Additional equipment may be necessary to provide remediation and enrichment activities.

## ORGANIZING THE HOME ECONOMICS FACILITY

The appearance of a room makes an important first impression on everyone who enters. The arrangement of a room contributes to successful program learning.

### Set the Atmosphere

- Are the bulletin board materials new? Bright? Interesting?
- Does the room reflect the philosophy and goals of the school?
- Does this look like the kind of place where students are welcome?
- Is there a feeling that this is a place where exciting, interesting activities take place?

### Organizing the Workplace

- What furniture/equipment is stationary? Movable?
- What might be the most efficient arrangement (be creative, you can rearrange next week)?

### Storage Checklist

- All out-dated items have been eliminated.
- All unnecessary items have been eliminated, or moved to other long-term storage places.
- Shelves and drawers are labelled for easy finding and replacement of equipment.
- Kitchen equipment positioned appropriately (nearest area of use).
- Food stored properly
  - airtight containers available
  - mouse and other creature-proofing done.
- Area for storing food is clean.



## Chapter three

# CLASSROOM MANAGEMENT

The Classroom  
Getting Started  
Classroom Inventory  
Classroom Budget

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## Classroom Management

### THE CLASSROOM

#### POSITIVE CLASSROOM CLIMATE

This checklist of classroom management strategies may be used as a basis of planning for positive classroom climate.

- \_\_\_\_\_ 1. Did I greet my students warmly?
- \_\_\_\_\_ 2. Are the students aware of the objective for today's activities?
- \_\_\_\_\_ 3. Did I help focus the class or individuals on today's activities?
- \_\_\_\_\_ 4. Did I review the major concepts from the previous session?
- \_\_\_\_\_ 5. Did I explain the purpose of today's lesson or activities clearly and accurately?
- \_\_\_\_\_ 6. Did I ask processing questions throughout today's lesson to check for understanding?
- \_\_\_\_\_ 7. Did I take five minutes at the end of the class period to allow students to summarize today's learnings?
- \_\_\_\_\_ 8. Did I respond to their assigned work in verbal or written form?
- \_\_\_\_\_ 9. Did I model all of the classroom ground rules on my own behaviour?
- \_\_\_\_\_ 10. Did I consistently enforce the ground rules?
- \_\_\_\_\_ 11. Did I consciously try to support the students by focusing on their positive qualities and praising their efforts?
- \_\_\_\_\_ 12. Did I handle problems quickly and discreetly, treating my students with respect and fairness?
- \_\_\_\_\_ 13. Am I creating a safe, supportive environment in which my students may grow and learn?
- \_\_\_\_\_ 14. Am I emphasizing the "specialness" of each individual student, the group as a whole, and the course itself?
- \_\_\_\_\_ 15. Am I genuinely encouraging parent and community involvement?

## CONFLICT RESOLUTION

1. Maintain your perspective.
2. Pick the right time to discuss any conflict.

Some guidelines for handling this discussion:

- Have private conferences
- Keep calm
- Avoid using abusive language
- Separate the student's behaviour from the student
- Discuss one problem at a time
- Ask the student to join you in evaluating the behaviour
- Look at the problem objectively
- Employ positive procedures
- Suggest possible solutions
- Establish a trial period

Discipline is a systematic training for the improvement of the student's actions and attitudes. Correction is the purpose of discipline. Make the disciplinary action fit the deed.

3. Simple rudeness in the class may be controlled by fixing your eyes on the student while continuing your lesson.
4. Parental help may be needed. If parents are informed of their children's misbehaviour in a diplomatic way, the results are frequently helpful.
5. Follow school discipline policy.
6. Do not bluff or threaten if you do not plan on carrying out the threat .
7. Do not discipline an entire class for the acts of an individual.
8. Remove privileges (e.g., where a student may sit in class, or how a study period may be used).

## CONTRACT

A contract between a student and a teacher can be used to focus a student's attention on class expectations. This example could be altered as required.

Student \_\_\_\_\_

Date \_\_\_\_\_

Course or Module Name \_\_\_\_\_

Teacher \_\_\_\_\_

### BASIC OBJECTIVES (course or module)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### ASSIGNMENTS TO BE SUCCESSFULLY COMPLETED IN ORDER TO FINISH THE (course or module)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

### BEHAVIOURAL OBJECTIVES (list specific behaviours necessary for successful completion of the course or module)

1. Attend class
2. \_\_\_\_\_
3. \_\_\_\_\_

I understand the requirements for the course or module, and I will meet the requirements necessary to complete the module or course.

\_\_\_\_\_  
DATE

\_\_\_\_\_  
STUDENT

\_\_\_\_\_  
SIGNATURE OF PARENT(S) or GUARDIAN

## GETTING STARTED

### DAY ONE!

The first day in the home economics laboratory sets the stage for the days which follow. Make day one an exciting introduction to what the home economics program has to offer students.

The following may be helpful as you plan the introductory day for each group of students.

1. Be Well Organized

2. Introduce Yourself

Give the students some information about your background, training, experience, hobbies, etc., (this could be part of a game as suggested in #5 below).

3. Home Economics Is . . . ?

Have students write out a definition. Discuss the terms used and the ideas they bring forward. Apply the definition to the course you are beginning to teach. OR Describe some specific ways that home economics could influence their quality of family life and ask students if they can identify the discipline described.

The current definition of home economics was adopted by the Canadian Home Economics Association in 1984:

Home Economics is concerned with all aspects of daily living including human relationships and development, resource management, consumerism, foods and nutrition, clothing and textiles, housing and aesthetics. Home Economics brings together knowledge from its own research, the sciences and the arts and uses this knowledge to assist people in enhancing their daily lives (Canadian Home Economics Association Membership Directory, 1985/86).

4. Organization of the Year - general overview

Course outline: explain the course structure as well as the major goals  
provide in written form for the students.

5. Expectations of Students

- rules and regulations – justify these
- work standards – why?
- involvement in goal setting and management
- cooperation/work habits
- play a game that will facilitate the teacher and the students getting to know each other or have students fill in a "getting to know you" sheet to develop an effective learning climate.

6. Lab Orientation Tour
7. Safety Procedures
8. List of Required Supplies - send a letter to students' homes regarding required supplies.  
Example on following page.
9. LEAVE THE STUDENTS WITH AN EXCITING EXPECTATION FOR THE NEXT DAY

SAMPLE SHEET FOR DAY ONE  
GETTING TO KNOW YOU

1. NAME: \_\_\_\_\_ COURSE: \_\_\_\_\_

GRADE: \_\_\_\_\_

HOME ADDRESS: \_\_\_\_\_

\_\_\_\_\_

HOME PHONE: \_\_\_\_\_ PARENT OR GUARDIAN: \_\_\_\_\_

2. BACKGROUND IN HOME ECONOMICS (courses, home experience, other related)

\_\_\_\_\_

\_\_\_\_\_

3. In-school or out-of-school interests and activities: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. In this course I would like to learn:

a) \_\_\_\_\_ f) \_\_\_\_\_

b) \_\_\_\_\_ g) \_\_\_\_\_

c) \_\_\_\_\_ h) \_\_\_\_\_

d) \_\_\_\_\_ i) \_\_\_\_\_

e) \_\_\_\_\_ j) \_\_\_\_\_

This is a sample letter that can be adapted to your special needs and duplicated on school letterhead. Its value is that it makes parents or guardians aware of what their child will be doing in your class.

Date \_\_\_\_\_

Dear Parent(s) or Guardian(s):

This letter is to acquaint you with the clothing and textiles portion of the Grade 9 Home Economics Program in which your child is presently involved.

The project your child will be involved in provides opportunities for the development of management skills and involves using a commercial pattern and fabric. The choice of pattern and fabric will be monitored to provide a successful management experience. Guidelines regarding pattern and fabric selection will be sent home in approximately \_\_\_\_\_ days with students.

If you wish to discuss this project, please contact me at the school.

Notions - Each student should have the following well-marked sewing supplies by \_\_\_\_\_:

3-ring binder	bobbin for "404" Singer sewing machine
box of steel pins	small scissors for snipping threads
wrist cushion	small ruler or seam gauge
needles - Sharp 3/9	seam ripper
coloured thread for basting	notions needed for sewing project

The sewing project will begin approximately - (Date) \_\_\_\_\_

So I may know that you have received this letter, please sign this portion and return to the home economics classroom.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent(s) or Guardian(s) Signature



A well-maintained laboratory facilitates student learning and provides students with an example of good management. Students should participate in the maintenance of the laboratory. There are various ways to assign and monitor student participation in laboratory responsibilities. The example below is one suggestion regarding distribution of duties in a food studies laboratory.

#### LAB DUTY ROSTER FOOD STUDIES

Tasks to be completed by each group:

1. Dishwasher
  - wash all dishes for kitchen
  - wipe all counters
  - leave sink clean
2. Dish Dryer
  - dry all dishes
  - put them away in correct place
3. Clean-up for Kitchen
  - clean stove
  - empty small garbage tins into large one and clean them
  - clean kitchen floor

General Classroom Duties (to be divided among class on a rotating basis)

4. Laundry Person
  - fold any dry laundry from dryer
  - transfer any clean wet laundry to dryer
5. Extra Person or General Helper
  - help whenever someone is absent or do any jobs necessary to leave lab in perfect order, such as wipe out refrigerator, put away supplies, check leftovers
6. Supervisor
  - generally responsible for making sure everything in the lab is in perfect order - chairs pushed in under tables; surfaces clean

The lab duty roster should be posted so that students are aware of the expectations of each category.

## SEWING AREA CLEAN-UP DUTIES

Students should be assigned duties on a rotating basis.

1. Check bobbin cases
  2. Count fabric scissors and shears
  3. Check machines: turned off, unplugged, fabric between feed dogs and lowered presser foot
  4. Irons
    - unplugged, on heel, cooling on counter
    - ironing boards - on end
  5. Count
    - seam rippers
    - tracing wheels
    - seam gauges
    - tape measures
  6. Tidy pattern book shelf
  7. Empty wastebaskets
  8. Pick up pins
  9. Dust cutting tables
  10. Sweep the floor
  11. Lock the tote-drawer cupboards
- .....

### Clothing Management Hints

Number machines to make it easier to assign students to each one.

Keep scissors in a scissors box and label each with masking tape for sign out purposes, OR hang scissors on a pegboard (a quick glance reveals if any are missing).

There are various ways to structure and monitor laboratory "clean up" or "safety and hygiene" responsibilities. Some ideas and tools are suggested here that you may want to incorporate into the home economics program.

1. Use of charts listing laboratory groupings and responsibilities, and corresponding comments and marks. Green, red or amber circles (like traffic lights) could be used. Amber could be used to signify uncompleted responsibilities and serve as a first warning. A red sign would mean that laboratory privileges are suspended. For example:

Food Studies Laboratory Safety and Hygiene Checklist		
List of student grouping responsibilities:		
1.		
2.		
3.		
4.		
5.		
6. etc.		
Grouping Name or number	Date	Comments (teacher or student)
1.		<div> <div>green</div> <div>or</div> <div>amber</div> <div>or</div> <div>red</div> </div>
2.		
3.		

2. Students could, individually, receive a licence or such for completion of the requirements for a "Safety and Hygiene" or "Safety and Sanitation" unit. Students would be required to have a licence before being allowed to operate equipment. (A separate licence could be given for related knowledge and skills in food studies, family studies and clothing and textiles studies.) The licence could be revoked if a pre-determined number of infractions or a serious infraction occurred. Examples are found on the following page.

The licences may be earned by passing a written examination and/or demonstrating appropriate equipment use procedures.

**CLOTHING AND TEXTILES STUDIES  
LICENCE TO OPERATE SEWING OR SEWING-RELATED EQUIPMENT**

\_\_\_\_\_ has successfully completed an orientation on the  
(Student's Name)  
correct procedures for handling sewing and sewing-related equipment and  
has demonstrated a knowledge of safe procedures in the laboratory.

\_\_\_\_\_  
Signature of teacher

Expiry date: June 19\_\_\_\_\_

**FOOD STUDIES  
SAFETY AND SANITATION LICENCE**

\_\_\_\_\_ has successfully completed an orientation to the  
(Student's Name)

Food Studies Laboratory and has demonstrated a knowledge of safe and  
sanitary procedures.

This licence may be revoked for infractions of the guidelines for safety and  
sanitation posted in the laboratory.

Date this \_\_\_\_\_ day of \_\_\_\_\_ 19 \_\_\_\_\_

Expiry Date \_\_\_\_\_

\_\_\_\_\_  
Signature of teacher

## GROCERY ORDER FORM

KITCHEN NUMBER \_\_\_\_\_  
STUDENT NAMES \_\_\_\_\_  
NAME OF RECIPE(S) \_\_\_\_\_  
PRODUCT \_\_\_\_\_  
DATE REQUIRED \_\_\_\_\_

### DAIRY

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### BREADS AND CEREALS

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### MEAT

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### CANNED FOODS

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### FROZEN FOODS

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### MISCELLANEOUS

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TEACHER APPROVAL \_\_\_\_\_

## GROCERY ORDER FORM

KITCHEN NUMBER \_\_\_\_\_  
STUDENT NAMES \_\_\_\_\_  
NAME OF RECIPE(S) \_\_\_\_\_  
PRODUCT \_\_\_\_\_  
DATE REQUIRED \_\_\_\_\_

### DAIRY

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### BREADS AND CEREALS

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### MEAT

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### CANNED FOODS

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### FROZEN FOODS

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### MISCELLANEOUS

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TEACHER APPROVAL \_\_\_\_\_

## GROCERY ORDER FORM

KITCHEN NUMBER \_\_\_\_\_  
STUDENT NAMES \_\_\_\_\_  
NAME OF RECIPE(S) \_\_\_\_\_  
PRODUCT \_\_\_\_\_  
DATE REQUIRED \_\_\_\_\_

### DAIRY

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### COST

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### BREADS AND CEREALS

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### MEAT

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### CANNED FOODS

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### FROZEN FOODS

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### MISCELLANEOUS

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TEACHER APPROVAL \_\_\_\_\_

TOTAL COST: \_\_\_\_\_

DATE: \_\_\_\_\_



## GROCERY ORDER FORM

Menu or Food Product

KITCHEN: \_\_\_\_\_  
NAME(S): \_\_\_\_\_

DATE: \_\_\_\_\_

DATE TO BE PREPARED: \_\_\_\_\_

Place the amount and the ingredient needed for each recipe according to the groups of Canada's Food Guide.

BREADS AND CEREALS		MILK AND MILK PRODUCTS	
Quantity	Ingredient	Quantity	Ingredient
MEAT AND ALTERNATIVES		FRUIT AND VEGETABLES	
Quantity	Ingredient	Quantity	Ingredient
OTHERS		OTHERS	
Quantity	Ingredient	Quantity	Ingredient

TEACHER APPROVAL \_\_\_\_\_

## CLASSROOM INVENTORY

You are responsible for all laboratory equipment. The purposes of an inventory are to document equipment in the case of:

- theft
- fire
- temporary teacher situations
- personal liabilities
- justification for repair and replacement of equipment
- district statistics requirements

1. If an inventory does not exist - START ONE.
2. Follow school system inventory policy.
3. Inventory should be done at least once per year. Notes should be made during the year, as equipment is broken, lost, replaced, or repaired.
4. A good inventory system simplifies the replacement, repair and reconditioning procedures necessary to keep a lab in good working order.

NOTE: A suggested list of equipment (1987) is found on page 31 or may be obtained from the home economics consultants, regional offices of Alberta Education.

5. Defective furniture or equipment in the lab and any unsafe conditions noticed should be brought to the attention of the administration.

Requests for replacements or improvements should be made in writing, with a copy kept in your files.

6. Inventory may be in written format or on computer disc. The latter is recommended if you have access to a computer.

If your school district does not have an inventory format, the one on the following page may be helpful. Adapt the format as necessary.

7. Inventory includes all equipment, not only major items.

MAJOR APPLIANCES				HOME ECONOMICS ROOM						
APPLIANCE	BRAND NAME	DATE OF PURCHASE	MODEL	SERIAL #	19	19	19	19	19	COMMENTS
Electric Range	1.									
	2.									
	3.									
	4.									
Gas Range	1.									
	2.									
Refrigerator	1.									
	2.									
Freezer										
Washer										
Dryer										
Microwave Oven	1.									
	2.									
Other or Replacements										







## **CLASSROOM BUDGET**

### **WORKING WITH A BUDGET**

1. Check with principal to ascertain the money allotted per pupil, or per class or per course. Determine if the money allocation is made on a September to September basis or from January to December.

Inquire about the policy in your school regarding:

- Teaching supplies.
- Which supplies are purchased by the board and paid for by the student at cost?
- Which supplies are provided by the student?
- Adequate supplies on hand to meet your immediate needs?
- Will the student be charged a lab fee?
- What are the collection procedures for these fees?

Learn how to requisition materials and supplies in your school system.

2. The home economics budget allocations should include amounts for:
  - Capital (purchase and replacement of large equipment)
  - Teaching resources
  - Maintenance and repairs
  - Consumable supplies
3. Set up a plan for the maintenance and replacement of equipment over the long term.

## THE BUDGET PROCESS

A. Establish a budget. It will be requested by the principal, superintendent, business manager, etc.

1. Collecting income

- Money from the school board should automatically appear in your account. However, the amount is at the administration's discretion. Thus, do not assume that you will be allotted the "provincially recommended" amount. However, your school may use a different system and you should familiarize yourself with those procedures.

- All monies collected at the school level should be handled through the office.

Possible exceptions are small, extra fees levied for a special outing or project that was not anticipated at the start of the year. If you do collect money, give receipts so you have a record. Inquire about and follow school policy regarding the collection of extra fees.

2. Expenses

- Capital - Money should be budgeted for replacement of large equipment (inquire about school or school district policy). Canadian appliance manufacturers project life spans for large appliances. Thus, budgeting annually for a percentage of the replacement cost is recommended. Money for this is generally budgeted at school board level, but it is wise to check with the administration in case it is not.

- Maintenance and Repair - Some items, such as servicing all sewing machines each semester can be predicted; other items cannot be anticipated. Money is generally budgeted at school board level for this expense, but it is wise to check with the administration in case it is not. Each school board will have specific procedures to follow in order to access the repair service. Never have items repaired yourself and then submit the bill - you will usually not be reimbursed if you have not followed the correct procedure.

- Teaching Aids and Resources - Most schools have a "library budget" to which each department has access. The amount varies and is controlled by the school librarian who will notify you as to how much your department has available to spend. In addition, some money should be budgeted for items to be kept in the classroom.

- Consumable Supplies - It is estimated (1987) that it costs \$23.00 per student for junior high schools. Geographic location and cost of living increases may alter these estimates.

B. Set up a record keeping system.

1. Keep a record of all purchases

- A purchase order, cheque or charge account is used for most purchases. The purchase order or cheque will generally need to be requested ahead of time. Try to avoid handling cash.



- For small, miscellaneous items you can sometimes use cash. The school will have a policy as to how much and for what.
  - Some stores give school discounts. Approach your major suppliers to inquire about possible discounts.
2. Receipts for all purchases must be turned in to the person responsible for the accounting function at your school.
  3. Set up a record keeping system
    - Record all purchases and income, separated into courses if possible, or at least into programs or grades, so that you have accurate records of how much each program is costing. This is useful in setting up the following year's budget and in justifying it to administrators.
    - Calculate monthly balances and corroborate them with the records kept by the business manager. The business manager will usually keep two accounts for home economics; one for money from the school board, and one for money collected from students. The business manager will usually provide you with a monthly statement which you can check.
    - Check that monthly expenses are in line with your original budgeted amounts. If there are deviations, either adjust your program or consult with administration to explore extra income sources.
- C. Students may be involved in the budgeting process. Some teachers find that by involving students in the planning of food laboratories and by assigning students a certain amount of money to work with, the students get a realistic picture of food costs and are more creative in their planning. It is a practical management experience.
- This kind of program necessitates that the teacher and/or students accurately monitor money spent and amounts remaining. A computer program with food costs and student budgets would be one way of facilitating this. If it is a pencil and paper task, then a laminated food list with an area in which to write fluctuating food prices could be used. Students could record purchases on a card and keeping a tally of money remaining in their "reserve".
- D. Never assume that someone else will budget for you; it is your responsibility to be informed. Otherwise, you lose control and credibility. We teach management skills in our classes, thus we should practise them.

## Chapter four

### SAFETY

The Legal Aspect  
Safety Lesson  
Safety and Sanitation Checklists

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### THE LEGAL ASPECT

Safety is an essential and integral part of all modules. To avoid any legal ramifications the following information should be documented and stressed:

1. All students have been instructed in safe and sanitary procedures in the home economics laboratories. Lesson plans, attendance records and student marks relating to safety can be used to record these procedures. Keep the records of these procedures current.
2. Review safety procedures for all applicable situations.
3. When new equipment is introduced to students, safety procedures should accompany the introduction.
4. All equipment is maintained in safe and hygienic working order.

### Teacher Responsibilities in the Home Economics Program

1. Provide a safe working environment for students
  - maintain equipment and facility in safe working condition (see safety checklists that follow on pages 66 to 71)
  - report all safety concerns to the appropriate authority
  - check facility before leaving daily and carry out seasonal facility inspections
  - follow safety procedures required by school and district policies.
2. Prepare and conduct a "safety awareness program" for all home economics students
  - conduct formal and informal instruction covering safety topics, as suggested on the following page
  - maintain a record of lesson plans and student marks in the safety units
  - exemplify and encourage safe working habits and attitudes.

The following topics may be useful for a safety lesson or as checklists for teachers to ensure a safe, sanitary environment.

## **SAFETY LESSON**

### Safety Topics in Home Economics

#### School Safety Procedures

- fires, fire alarm drill procedures
- accident and first aid procedures
- handling accidents in the classroom

#### Equipment Safety

- working safely with tools
- working safely with machines
- electric and gas safety
- small appliance maintenance
- simple repairs and troubleshooting

#### Chemical Safety

- handling and storing corrosive, poisonous and explosive materials
- drug and chemical safety in the home
- working safely with chemicals

#### Food Safety

- hygienic personal habits
- prevention of food contamination and food-borne illness
- clean working surface and tools
- appropriate food storage
- prevent insect and rodent infestation

#### Unsafe Conditions

- personal factors and accidents
- unsafe work areas, equipment

Sample objectives for students regarding safety and sanitation (hygiene).

The student:

- can operate equipment in a safe (and sanitary, if applicable) manner
- understands emergency procedures (for cuts, burns, small fires and equipment malfunction or failure)
- can perform simple initial first aid procedures for cuts and burns
- carries out laboratory procedures in a consistently safe, sanitary manner.

#### Suggested Teaching/Learning Strategies

Choose from:

- Demonstrate safe, sanitary procedures to students.
- Guest speaker from fire department, Workers' Compensation Board, public health, regarding safety.
- Safety games: 'safety' hunt, board games.
- Discussions of emergency procedures.
- Student demonstrations of a particular safe or sanitary procedure or students role play a situation (case study). Observers evaluate whether the demonstration or role play was an accurate portrayal of the "safe", "sanitary" or "emergency" procedure.
- Student receives a "licence" for operating equipment in food or clothing laboratories after completing a unit on safety and sanitation. Licence could be revoked for infractions (see pages 51 and 52).

## **SAFETY AND SANITATION CHECKLISTS**

(These may be used by teachers to assess safety and sanitation in classroom and laboratory areas.)

### **A. Food Studies Safety and Health Checklist**

#### **Food Preparation Area - General Physical Condition**

1. Traffic paths are unobstructed
  2. Exit routes are adequate and properly identified
  3. Food preparation areas are in good condition
  4. Illumination is safe, sufficient, and well placed
  5. Ventilation is adequate and proper
  6. Fire extinguishers are of proper type, adequately supplied, properly located and maintained
  7. Objects mounted on walls are fastened securely
  8. Plumbing system is functioning adequately
  9. Other: \_\_\_\_\_
- 

#### **Laboratory Management**

1. General appearance is orderly
2. Food waste and garbage is handled in a sanitary manner and promptly removed
3. An effective program for control of insects and rodents is followed
4. Storage for equipment and utensils is adequate
5. Counters and tables are clean
6. Cupboards, drawers, floors, lockers and appliances are cleaned regularly
7. Pesticides and cleaning supplies are properly labelled and stored in their proper containers away from food
8. Spills or spots are cleaned up immediately
9. Dish towels and cloths washed following each class and bleached when necessary
10. Hand towels are provided for drying hands



11. Dish towels and cloths are used only for purposes intended
12. All surfaces for preparing foods are cleaned after each use
13. Cooking surfaces are free of food and grease
14. Equipment is cleaned and sanitized as often as needed
15. Equipment such as mixers, blenders, can openers, are disassembled for cleaning
16. Infrequently used or stored equipment or utensils are cleaned before use
17. Detergents and abrasive residues are rinsed off counters before food is placed on them
18. Special care is given to the cleaning and sanitizing of cutting and chopping boards
19. Utensils are sharp and clean
20. Electrical and gas appliances are kept in safe working condition
21. Electrical and gas appliances are shut off while unattended
22. All electrical cords are in safe condition and not carrying excessive loads
23. All appliances are periodically checked for electrical and mechanical defects
24. Other: \_\_\_\_\_  
\_\_\_\_\_

#### Storage of Food

1. Foods not requiring refrigeration or freezing are stored in clean, well-ventilated areas
2. Perishable foods which require refrigeration or freezing are:
  - maintained at 4°C or lower, or
  - maintained in a solid frozen state at -17°C or lower
3. All food containers are properly labelled as to contents and date
4. Leftovers are properly packaged, labelled, and stored
5. Packaged or canned foods are rotated in supply cupboard
6. Dry goods are kept in sealed plastic or glass containers
7. Canned goods are free of bulges, dents or rust
8. Frozen goods are free of leakage
9. Other: \_\_\_\_\_  
\_\_\_\_\_

## **B. Clothing and Textiles Safety and Health Checklist**

### General Physical Condition

1. Sewing machines, ironing boards, tables and other equipment are arranged to conform to good safety practices
2. Illumination is safe, sufficient and well placed
3. Fire extinguishers are of proper type, adequately supplied, properly located and maintained
4. Floor is kept suitably clean
5. Other: \_\_\_\_\_  
\_\_\_\_\_

### Laboratory Management

1. General appearance is orderly
2. Storage space for material and supplies is adequate and appropriate
3. Counters and tables are clean and uncluttered
4. Lockers, cupboards and drawers are cleaned regularly
5. Cleaning solutions are kept in a safe place
6. Other: \_\_\_\_\_  
\_\_\_\_\_

### Equipment

1. Irons not in use are stored in appropriate areas
2. Scissors are kept sharp, in good condition, and safely stored
3. Machines are kept in safe working condition
4. All equipment control switches are easily accessible to the instructor
5. Other: \_\_\_\_\_  
\_\_\_\_\_

### Electrical Installation

1. All switches and outlets are in good working order and enclosed
  2. A master switch controls all the electrical installations
  3. All electrical extension cords are in safe condition and are not carrying excessive loads
  4. All machine switches are within easy reach of the operators
  5. Individual cutoff switches are provided for each machine
  6. Machines are provided with overload controls with magnetic push-buttons
  7. An adequate number of emergency power shut off stations are located in the lab
  8. Other: \_\_\_\_\_
-



## Chapter five

# EVALUATION

Student Evaluation  
Evaluation Techniques and Samples  
Sample Evaluation Materials

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### **STUDENT EVALUATION**

Student growth must be evaluated in each module in order to assess the degree to which the student has met the objectives. Teachers need to find out what the students are learning, and students must be informed of their progress.

Arrangements for student evaluation should be a part of program planning.

In planning for student evaluation, the teacher must weight individual scores to correspond with class time planned. For example, if a major project is expected to take one half of the module time to complete, the score for that project should comprise one half of the module's final mark.

Evaluation instruments should be valid, reliable and usable for the nature of the learning activity. Students should know how their work and efforts will be evaluated as they begin a course.

Accurate records of student achievement marks must be maintained and reported to parents, students and school administration at appropriate intervals.



## STUDENT EVALUATION IN HOME ECONOMICS EDUCATION (FOR THE TEACHER)

Evaluation appraises the nature and worth of something. In teaching, it applies equally to what is taught (the program) and what is learned (the student experience). Here we focus on the evaluation of the student experience.

### Some Characteristics of Good Evaluation

1. Evaluation facilitates self-evaluation. The learner develops a healthy self-concept, acceptance, and respect of his or her uniqueness and that of others.
2. Evaluation is concerned with processes as well as outcomes. The form of evaluation should show the value of the process of learning.
3. Evaluation is a continuing process, not simply a test result. Program planning should include the collection and recording of data about skill development, attitude change and cognition.
4. Evaluation is an integral part of the teaching-learning process. For example, a discussion of eating patterns may appraise a student's awareness of nutrition. This appraisal may be used in the planning of future lessons.
5. Evaluation is a cooperative procedure concerning all individuals involved in or affected by the activity. Parents, administrators and students all have a contribution to make in the evaluation process.

### Some Purposes of Student Evaluation

1. To assess the degree to which the student has met the objective(s).
2. To diagnose individual student needs, thereby providing the basis for continuation, remediation, enrichment.
3. To use the results of the evaluation as a basis for feedback to the student on his or her progress.
4. To use the results of the evaluation as a basis for feedback to the teacher.
5. To provide meaningful data for reporting individual student's progress to the parents and the principal.
6. To provide guidelines and information for student self-motivation, direction and growth.

7. To determine student entry behaviours and exit behaviours.
8. To measure knowledge gained in the three domains of learning:

Affective	– personal growth and attitudes
Cognitive	– knowledge and understanding of concepts
Psychomotor	– products and manipulation skills.

### Planning for Evaluation

A useful approach is to identify valid evaluation procedures for each objective in a module.

The first step would be to prepare a course grid which indicates:

1. the modules in a course
2. the time allotment for each module.

The use of a grid should help the teacher in evaluative decisions and keep a clear perspective on what is happening or should be happening in a course.

A grid may also indicate the decision making, problem solving and analysis activities. In the sample grid on page 78, the units are planned with an indication of these components.

# MODULE PLANNING CHART

MODULE: \_\_\_\_\_  
 LEVEL: \_\_\_\_\_  
 DATE: \_\_\_\_\_

OBJECTIVE NUMBER	DECISION-MAKING ACTIVITIES	PROBLEM-SOLVING ACTIVITIES	ANALYSIS ACTIVITIES	EVALUATION STRATEGIES
	_____ hr	_____ hr	_____ hr	_____ hr
	_____ hr	_____ hr	_____ hr	_____ hr
	_____ hr	_____ hr	_____ hr	_____ hr

Total Hours 15 Total 100 %

## EVALUATION TECHNIQUES AND SAMPLES

### Testing Methods

#### 1. Cognitive (Theory/Knowledge)

- Tests can be:
1. Oral (i.e., student/teacher interaction)
  2. Practical (i.e., lab test)
  3. Written (i.e., paper/pencil)
    - a) Multiple choice
    - b) Matching items
    - c) True/false
    - d) Completion issue
    - e) Short answer questions
    - f) Essays

#### 2. Psychomotor (Manipulative Skill/End Product)

Specific skills should be identified. Projects or exercises must be chosen which will utilize these skills. Evaluation should be in terms of the extent to which students develop these identified skills.

##### Product/Exercise Evaluation

With any product/exercise, expected standards must be identified before work begins.

Components of product evaluation may include:

1. Student's work habits in relation to the equipment and materials; cooperation with others
2. Use of resources - human/non-human
3. Time required for completion
4. Accuracy
5. Final product

Some methods, for example checklists and rating scales, may be used by students for self or peer evaluation. A valuable comparison results when both the teacher and the student use the same device to judge the same product or performance.

#### 3. Affective (Personal Growth)

In this area, it is difficult to be objective. However, evaluating in the affective domain should be continuous and ongoing. Some means used to identify and appraise behaviours by both teachers and students are:

- a) Rating scales
- b) Attitude questionnaires
- c) Open-ended questions
- d) Attitude continuum
- e) Forced choice questions
- f) Interviewing
- g) Anecdotal reporting
- h) Daily records (Journals)



## **SAMPLE EVALUATION MATERIALS**





# CUMULATIVE STUDENT RECORD

Course Name: Level I, II, or III

[illegible]

This format could be adapted for any module. Marks could be raw-score or % of module.

MODULE:  
CLOTHING I

Percent of Module	10%	15%	15%	50%	10%	FINAL MARK
STUDENT	Function of Clothing Assignment	Applied Decoration	Simple Repair	Sewing Project	Module Test	
AVERAGE						

## SAMPLE INDIVIDUAL MARKSHEET FOR MODULES

Students could keep a copy of this.

STUDENT NAME \_\_\_\_\_

MODULE NAME \_\_\_\_\_

[illegible]

COMMENTS: \_\_\_\_\_

# LAB EVALUATION SHEET

Student Evaluation										Teacher Evaluation	
	Unsatisfactory				Average			Excellent			
A. PERSONAL HYGIENE	1	2	3	4	5	6	7	8	9	10	
– (hygienic work habits, hair controlled, apron)											
B. ATTITUDE AND CONDUCT	1	2	3	4	5	6	7	8	9	10	
– (punctuality, cooperation, interest in work, appropriate behaviour, concentrates on task at hand)											
C. MANAGEMENT SKILLS	1	2	3	4	5	6	7	8	9	10	
– (works from a plan, follows instructions, cleans up by buzzer time, prepares correct amount, constructive use of extra time, solves problems, evaluates own product, skills and work procedure)											
D. PRODUCT EVALUATION	1	2	3	4	5	6	7	8	9	10	
– (products pleasant to sample, products appropriately presented, tries new products)											
E. STANDARDS OF CLEANLINESS	1	2	3	4	5	6	7	8	9	10	
– (proper clean up, observes safety rules, stores everything in proper place, does assigned chore)											
TOTAL:											

Comments:

## SAMPLE STUDENT EVALUATION SHEET FOR FOOD LABS

Student: \_\_\_\_\_

Module: \_\_\_\_\_

Product: \_\_\_\_\_

Date: \_\_\_\_\_

### Comments

1. Preparation: choice and understanding of recipe  
on time with required equipment  
hair tied back  
put out correct utensils before beginning lab

0 – poor  
1 – average  
2 – above average

2. Management: worked quietly and efficiently  
few trips to supply cart  
no wasting of time  
ingredients correctly measured

0 – poor  
1 – average  
2 – above average

3. Product: 0 – unsuccessful  
1 – average  
2 – above average

4. Clean-up and Extra Duties: 0 – not fully completed  
1 – average  
2 – above average

5. Lab Analysis:

- What cooking principles were followed in completing the lab?
- What are the standards for this product?
- Did your product reach these standards? If not, why not?
- What would you do differently another time?

0 – not fully completed  
1 – average  
2 – above average

Possible Total: 10

Expected Total: \_\_\_\_\_

Final Total: \_\_\_\_\_

## FOOD STUDIES MANAGEMENT STUDENT RATING SCALE

DATE:	CLASS	KITCHEN #	STUDENTS PRESENT
ITEM	1	2	3
PREPARATION	Forgot apron or wore soiled apron. Hair loose. Did not wash hands before commencing work.	Wore clean apron, hair properly held in place. Did not wear bulky sweater or dangerous clothing in kitchen. Washed hands.	_____
Comments: _____			
PLANNING	Did not set out all equipment and ingredients before beginning work. Failed to scan recipe. No work plan or schedule.	Scanned recipe before starting. Set out a tray of utensils and ingredients needed before commencing work. Made a work schedule.	_____
Comments: _____			
TECHNIQUES	Failed to follow recipe. Improper use of utensils. Mistakes made in measuring.	Followed recipe correctly. Used proper utensils in correct manner.	_____
Comments: _____			
SAFETY	Used towels instead of pot holders. Handled knives, scissors improperly. Let pot handles protrude over range.	Used pot holder. Handles of pots turned in toward back of range.	_____
Comments: _____			
WORK HABITS	Failed to follow work schedule and recipe. Kitchen lacked cooperation. Work not shared. Arguments.	Periodically checked recipe. Followed work schedule. Co-operation and good division of work.	_____
Comments: _____			

ITEM	1	2	3	SCORE
FINAL PRODUCT	Food was of poor quality. Not served on schedule.		All parts of meal served at proper time, all at proper temperature. Food was tasty.	_____

Comments: \_\_\_\_\_

CLEAN-UP, DISHES	Dishes not washed in proper sequence. Cold water used. Dishes put away wet.		Dishes stacked and washed in proper order. Hot water used in washing. Dishes thoroughly dried and neatly stacked in closets.	_____
------------------	---	--	--	-------

Comments: \_\_\_\_\_

CLEAN-UP, OTHER	Cabinets left open. Counters and range stained. Utensils and cookware put away in disorderly fashion. Garbage left in kitchen. Table dirty. Chairs not pushed under table. Floor dirty.		Cabinets shut. Utensils and cookware neatly stacked in closet. Counters and range wiped. Sink clean. Garbage disposed of. Tables clean. Floors swept.	_____
-----------------	---	--	---	-------

Comments: \_\_\_\_\_

#### Laboratory analysis and evaluation:

What cooking principles were followed in completing the lab?

What are the standards for this product?

Did your product reach these standards. If not, explain why not.

What would you do differently another time?

GENERAL REMARKS

Total Score \_\_\_\_\_



## RATING SCALE FOR EVALUATING HOME ECONOMICS CLASSROOM ATTITUDE AND BEHAVIOUR

High 5	Medium 3	Low 0
<b>I. Contribution to class discussion</b>		
1. Contributes frequently.	1. Contributes occasionally.	1. Contributes very seldom.
2. Gives good pertinent answers and suggestions.	2. Gives answers that are fairly good and relevant.	2. Rambles from subject.
3. Supports answers.	3. Cannot always support or justify answers.	3. Seldom able to support or justify decision.
<b>II. Individual independence or resourcefulness</b>		
1. Asks for little assistance until some attempt has been made to solve problem.	1. Expects considerable assistance with each problem.	1. Wants to be told what to do next.
2. Asks good questions.	2. Asks fair questions.	2. Asks poor questions.
3. Voluntarily examines reference materials.	3. Makes some use of illustrative matter and reference materials.	3. Unable to use illustrative and reference materials.
<b>III. Contribution to good classroom atmosphere</b>		
1. Does not neglect work while conversing.	1. Somewhat inclined to visit.	1. Converses freely.
2. Willing to work with classmates when necessary.	2. Consents to work with classmates when necessary.	2. Prefers to work alone.
3. Provides all necessary equipment and supplies. Keeps them in good order while working.	3. Provides some of necessary individual equipment and supplies. Keeps them in fair order.	3. Fails to provide much needed individual equipment and supplies. Careless, disorderly.
4. Voluntarily assumes responsibility for classroom supplies and equipment.	4. Cooperation in taking care of classroom supplies and equipment.	4. Careless in use and storage of classroom supplies and equipment.
5. Is mannerly at all times; e.g., calls people by name, uses please and thank you, talks quietly.	5. Is mannerly in some respects some of the time.	5. Careless in remembering manners most of the time.
6. Obeys school rules; e.g., permission to leave the room, no gum chewing.	6. Obeys school rules some of the time.	6. Disregards school rules altogether.

(Note: Appropriate Skill Sections Could Be Arranged on One Evaluation Score Sheet)

## SCORE SHEET FOR SKILLS IN CLOTHING AND TEXTILES PROJECTS

Description of Project: \_\_\_\_\_ Student: \_\_\_\_\_ Project # \_\_\_\_\_

**Key:** 1 - Unsatisfactory; 2 - Needs improvement; 3 - Satisfactory; 4 - Very good; 5 - Excellent

1. Pattern Selection and Preparation
  - Suited to ability of sewer
  - Pattern care
  - Altered correctly
2. Fabric Selection and Preparation
  - Suitable for style of pattern
  - Suited to ability of sewer
  - Matching thread
  - Folded right sides together
  - Preshrunk, if necessary
  - Properly blocked, lengthwise grain
3. Cutting and Marking
  - Cutting lines straight and accurate
  - Notches cut outwards
  - No pin marks left in fabric
  - Tracing paper appropriate in colour and application
4. Staystitching
  - Matching thread and regulation stitch 1.3 cm or 1.5 cm from edge for stabilizing

[illegible]

	5	4	3	2	1	SCORE
5. <u>Seams and Finishes</u>						
Stitched directionally						
Matching thread						
Accurate 1.5 cm seam allowance						
Appropriate stitch length for fabric						
Pressed correctly for fabric						
Finished suitably for fabric						
6. <u>Facing and Interfacing</u>						
Applied suitably for garment						
Suitable weight for fabric and garment, same grain as garment						
Seams trimmed and finished						
Edges neat						
Curves graded, clipped or notched						
Understitched and well pressed						
Neatly tacked to seams or lining						
7. <u>Collar</u>						
Interfacing trimmed beyond points						
Seams graded, clipped and understitched where necessary						
Under collar stays hidden in wearing position						
Points and notches even, well turned and pressed						
Clipped where necessary						

	5	4	3	2	1	SCORE
8. <u>Sleeves</u>						
Staystitched correctly for type of sleeve						
Placed correctly in armhole and eased in						
No appropriate puckers, tucks or gathers in sleeves						
Finished seam 1.5 cm, trimmed under notches						
Second row of stitching $\frac{1}{4}$ inch from first on gathered sleeve, seam trimmed						
Underarm double stitched						
Pressed over sleeve board (no crease in sleeve)						
9. <u>Cuffs and Plackets</u>						
Placket properly reinforced and finished						
Stitching neat and even						
Placket turned correctly						
Gathers and pleats correctly turned and neatly finished						
Cuffs lapped correctly						
Buttons and buttonhole or other fasteners neatly done						
10. <u>Buttonholes</u>						
Evenly spaced						
Correctly sized for garment						
On grain. Matching thread						
Securely stitched						
Neatly finished at the back						

		5	4	3	2	1	SCORE
11.	<u>Buttons and Fasteners</u>						
	Correct placement of fasteners						
	Correctly sized, evenly spaced						
	Firmly attached, buttons with shank support button where needed						
	Matching thread to suit fabric						
	Suitable for garment and fabric						
	No knots visible						
12.	<u>Zippers</u>						
	Lapped in the right direction						
	Zipper chain and tab hidden by lap						
	Stitching straight. Zipper slides easily						
	Secure stitching of sides and bottoms						
13.	<u>Pockets and Flaps</u>						
	Even and on grain						
	Matched to fabric						
	Stitching secure and even						
	Flaps turned down at corners						
	Pocket corners reinforced						
	Application appropriate for fabric and garment						
14.	<u>Lining and Underlining</u>						
	Suitable for type of garment and outer fabric						
	Seams smooth - not puckered						
	Constructed correctly						
	Hem suitably finished for garment (Jump hem if attached; hemmed neatly and French tacked at seams if loose)						

	5	4	3	2	1	SCORE
15. <u>Waistband</u>						
Cut on lengthwise grain						
Interfaced correctly for fabric						
Meets evenly at opening						
Lapping is correct and fasteners properly placed						
Well pressed and finished						
16. <u>Trims</u>						
Enhance appearance of garment						
Appropriate to style and use of garment						
Applied using proper technique						
17. <u>Hems</u>						
Measured evenly						
Appropriate finish for fabric and garment						
Invisible on outside if hand done						
Stitches close together with appropriate tension						
Straight top-stitching if machine done						
Eased and shrunk in if flared						
Well pressed						
18. <u>Darts and Tucks</u>						
Sharp point (no bubble)						
Lock in some way on point						
Stitching accurate						
Professionally pressed (no marks right side)						
Turned to centre front or back						
Bust and sleeve darts turned down						



	5	4	3	2	1	SCORE
19. <u>General Appearance</u>						
Suitable colour, texture and design for wearer						
Fabric suitable for style and requirements of course						
Professionally pressed Inside of garment nicely finished						
Seams matched						
Garment well fitted						
20. <u>Fit</u>						
Darts properly positioned and fitting						
Ease in bust and hips						
Sleeves correct length						
Grain straight at bust						
Side, front and back seams perpendicular to floor						
Hem even and becoming length						
21. <u>Work Habits</u>						
Materials brought when required						
Supplies kept in tote box in room						
All cutting done in class time						
Steady daily progress						
Efficient use of time						
Procedures correctly followed						
Ability to listen and follow instructions						
Ability to work independently						
Garment handed in on time						
Sewing done in class except with special permission from teacher						



22.

**Planning Skills:**  
Planned an appropriate sewing project commensurate with existing skills and a reasonable number of new ones to learn (practice)

**Time Management:**  
Made a realistic time plan

Followed the time plan, made adjustments when required

Finished project within time limit

Did not waste time

**Resource Management Skills:**  
Used decision-making, problem-solving and analyzing skills to arrive at choice of project based on various resources - time, skills, money

**Personal Satisfaction:**  
With management skills

Completed project

### Skills accomplished

Did project add to personal satisfaction (for example: with wardrobe or whatever is appropriate)?

Actual Score

Total Possible

FINAL MARK

[illegible]

## STUDENT DEMONSTRATION EVALUATION FORM

GROUP MEMBERS: \_\_\_\_\_  
\_\_\_\_\_

TOPIC: \_\_\_\_\_  
.....

<u>Content</u>	- evidence of research	
	- accurate	
	- informative	
	- applies to audience	
	- appropriate materials	- display
	- (neatness)	- handouts
		_____
		10

<u>Organization</u>	- prepared	
	- each member contributed equally	
	- good time management	
	- good management of resources	
		_____
		10

<u>Overall Impression</u>	- interesting	
	- good product obtained	
	- able to answer questions adequately	
		_____
		10

Total:	_____
	30

.....  
COMMENTS

## Specialty Area: Food Studies

### SAMPLE PRACTICAL WORK GRADE SHEET

(Based on group projects. Students grouped in "families".)

#### A. Planning and Preliminary Activities

- calendar used
- done well ahead, not rushed
- accurate and complete —
- student to teacher to check, 7
- not vice versa
- everyone contributed, not one or two doing all work

#### B. Grocery Order

- placed on time
- complete, quantities given —
- teacher had to do no extra work 5
- for family

#### C. Organization

- task division for cooking done by supervisor
- clean-up tasks assigned before class start —
- everyone involved has 7
- responsibilities
- counters neat and organized during cooking (housekeeper doing job)

#### D. Time Management

- efficient time use (e.g., clean-up while product cooks)
- longest tasks started first —
- adequate time allowed (finished by bell) 6
- constructive use of extra time (no one standing around while tasks to be done)
- all informed and have read recipe

#### E. Recipes

- recipe being prepared meets activity requirements —
- learning is taking place (main recipe is not simply to eat, fill in time, spend money, or something student already very familiar with) 5

#### F. Product

- teacher sees and tastes prior to serving
- appearance attractive —
- taste and quality good 7
- served attractively

#### G. Table Set and Manners

- table set correctly and attractively
- no inappropriate items on table (e.g., pots, cooling racks, etc.) —
- behaviour and manners mature and appropriate 6

#### H. Clean-up

- next class approved
- no obvious flaws to teacher (e.g., sanitation breaches) —
- 7

TOTAL: —  
50



## Chapter six

# PARTNERS IN EDUCATION

The Partnership Approach

---



### THE PARTNERSHIP APPROACH

The Junior High Home Economics Program endorses a partnership approach to education. The student is at the centre with the school, home and community joining forces to provide the student with the most effective education. There are objectives that include the partnership approach. In order that students achieve these objectives, there are teaching/learning strategies that utilize community and home resources.

Students may complete activities in the home and in the community and these may be evaluated through evaluation strategies that ask for home and community feedback. An example of a home or community evaluation is on the following page for student projects completed in the home or community.

Some examples of these teaching learning strategies are:

- Guest speakers, field trips, students involved in children's playgroup programs through child care modules.
- Fostering home and community involvement in the Junior High Home Economics Program may be accomplished by:
  - a) inviting students' families to the classroom to observe and/or participate in student activities and become familiar with the program,
  - b) using community resources, and
  - c) having students apply their knowledge and skills to complete projects that contribute to the community.

When planning a learning activity that requires a field trip or guest speakers, or students completing an activity in the community, possible legal liabilities should be addressed. Inquire about school or school districts policy regarding this.



(Sample only. You are encouraged to devise other home or community evaluations appropriate to the objectives of the project.)

EVALUATION OF A STUDENT PROJECT COMPLETED IN THE HOME OR COMMUNITY

- A. NAME OF STUDENT \_\_\_\_\_  
\_\_\_\_\_
- B. DATE \_\_\_\_\_
- C. DESCRIPTION OF PROJECT (INCLUDE NAME, MODULE AND ACTIVITY)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- D. STUDENT EVALUATION \*
- a) Objective(s) of Project.
- b) Project Plan.
- c) Was the project/activity successful? Explain.
- d) If not, what went wrong and how would you do things differently another time?

e) Would you repeat a similar project another time?

f) What did you learn?

E. PARENT OR COMMUNITY EVALUATION \*

a) What was the purpose (objective) of the activity or project?

b) What did you think of the quality of the project?

c) Student's work habits: Organized? Tidy? Cleans up? Did the student manage the project well?

d) Comments: Relevance? Appropriateness?

\* Separate student/parent/community evaluation pages could be used.

---

Parent/Guardian/or Community Member Signature

DATE \_\_\_\_\_

To the parent(s) or guardian(s) of \_\_\_\_\_

At the beginning (of the course) the students in the class were informed that success is closely related to good attendance, promptness to class, and completion of work. (Adapt to meet needs.)

This student is jeopardizing (his or her) chances of success in that (he or she) has recorded the following:

\_\_\_\_\_ absences from the \_\_\_\_\_ classes to date (adapt to meet varying needs)

\_\_\_\_\_ dates of the \_\_\_\_\_ classes to date

\_\_\_\_\_ non completions of \_\_\_\_\_ assignments to date

Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Thank you,

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent /Guardian Signature

NOTE: Letters may be sent to students' homes to convey messages regarding student progress between formal reporting periods, planned community or home projects, or special laboratory activities, such as remediation and enrichment. The letter is an example of a format that could be used if a student is experiencing difficulty.

A meeting with parents or guardians and students could be suggested.

This letter is to the parent or guardian to be signed and returned at the next class session. A follow-up phone call to parents may be appropriate.

General newsletters to parents/guardians may be a way to keep them informed of happenings in the classroom.

## Chapter seven

# PROFESSIONALISM

Developing a Professional Commitment

---



## Professionalism

### DEVELOPING A PROFESSIONAL COMMITMENT

Excellent teachers work hard to develop their skills. The professional reads to stay informed of contemporary trends and issues, and attends meetings to learn and share important ideas with others. They are highly committed to their work.

The professional home economics teacher:

- participates in professional associations. Looks for seminars and programs being promoted by agencies and interest groups.
- reads journals and professional magazines.
- contacts people who can help and who have the expertise. Writes for materials.
- collects resources from meetings, conferences, agencies; evaluates and files.
- visits other schools, teachers and programs, and shares ideas and materials with them. Uses outside resources in their programs on a regular basis.
- studies resources for new ideas. Adds at least one new resource each year.
- is creative. Lets students suggest and plan resource persons for class and places for field trips. Sometimes they have contacts the teacher does not.
- keeps abreast of what is happening in the way of new topics and ideas. Is alert to changes. Examples of changes or issues in society that may be reflected in the curriculum are changing family patterns, parent education, drug education, child abuse, sex equality, career education, consumer concerns, nutrition education, the energy crisis, and technology.
- participates in the 'life' of a school and contributes to extracurricular activities.

### Professional Associations

#### Alberta Teachers' Association

Barnett House  
11010 - 142 Street  
Edmonton, Alberta  
T5N 2R1  
1-800-232-7208

Calgary (Southern Alberta Regional Office)  
0-265-2672 (Collect)

#### Specialist Council - Alberta Teachers' Association

##### Home Economics Council

Barnett House  
11010 - 142 Street  
Edmonton, Alberta  
T5N 2R1

#### Alberta Home Economics Association

Box 4688  
Edmonton, Alberta  
T6E 5G5  
Phone: 489-1666

#### Canadian Home Economics Association

151 Slater Street, Suite 805  
Ottawa, Ontario  
K1P 5H3

### Professional Sources

#### School District Home Economics Consultants

Alberta Education Consultants (Home Economics)  
Faculty of Home Economics, University of Alberta, Edmonton



## Chapter eight

### LEARNING RESOURCES \*

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\*Please note that a list of authorized basic and recommended learning resources appears in the Junior High Home Economics Curriculum Guide, 1987, p.p. 10-13.



### **LEARNING RESOURCE SELECTION**

When you are selecting a resource, consider the following questions:

1. Is the resource consistent with the philosophy of the 1987 home economics curriculum?
2. Does the content fit the curriculum objectives?
3. Is the resource available in metric?
4. Is the presentation sequenced in a logical way?
5. Are there examples of inaccurate information?
6. Are there any unsupported generalizations? Would these preclude the use of the resource for the subject for which it is being considered?
7. Is the reading level appropriate? Are there errors in spelling, grammar or typesetting?
8. Do you feel there is an appropriate balance among print graphics and exercises considering the purposes for which the book might be used?
9. In your opinion, is there any material (e.g., language, illustrations, social issues) offensive to the parents? Students? Teachers?
10. Does this resource give an impression of racial, national or ethnic, religious, cultural, or sex bias, or bias toward the aged, the disabled, persons of certain occupations, or special groups of individuals, through biased statements or pictorial information or through omission?
11. Does this resource provide good examples of safety in both printed matter and illustrations?
12. Does this resource provide a Canadian/Albertan perspective?
13. Is there an adequate index?
14. Is the binding durable and appropriate to the intended use of the material?
15. Is the quality of paper acceptable and does it contribute to the legibility of the print and clarity of the photographic reproductions?
16. Is the layout effective and appropriate? Does it have student appeal? Are there support materials to accompany this resource?

When previewing or evaluating resources for a specialty area you may want to continue the learning resource selection criteria on the previous page with assessment of the coverage of each objective in the modules. The following may be useful in this assessment.

GUIDELINES APPLICABILITY - FAMILY STUDIES

<u>Modules</u>	<u>In-Depth Objectives Coverage (Circle)</u>
Child Care I (Compulsory)	1 2 3 4
Grooming	1 2 3 4
Culture and Traditions	1 2 3 4
Child Care II (Compulsory)	1 2 3 4 5
Family Life and Technology	1 2 3 4
Living Space II	1 2 3 4

<u>Modules</u>	<u>In-Depth Objectives Coverage (Circle)</u>
Challenges and Choices (Compulsory)	1 2 3 4
Personal Money Management	1 2 3 4
Living Space III	1 2 3
Summary:	36

## GUIDELINES APPLICABILITY - FOOD STUDIES

<u>Modules</u>	<u>In-Depth Objectives Coverage (Circle)</u>
Foods I (Compulsory)	1 2 3 4 5
Simple Snacks and Meals	1 2 3 4
Enjoying Food with Others	1 2 3
Foods II (Compulsory)	1 2 3
Canadian Heritage Cookery	1 2 3 4 5
Fast Foods	1 2 3
Foods III (Compulsory)	1 2 3 4 5

<u>Modules</u>	<u>In-Depth Objectives Coverage (Circle)</u>
<hr/>	
Making Meals	1
	2
	3
<hr/>	
Cultural Foods	1
	2
	3
<hr/>	
Summary:	34
<hr/>	



## GUIDELINES APPLICABILITY – CLOTHING AND TEXTILES STUDIES

<u>Modules</u>	<u>In-Depth Objectives Coverage (Circle)</u>
Sewing I (Compulsory)	1 2 3 4 5
Clothing I	1 2 3 4
Creative Textiles	1 2 3
Sewing II (Compulsory)	1 2 3
Clothing II	1 2 3
Sports Gear	1 2 3
Sewing III (Compulsory)	1 2 3 4

<u>Modules</u>	<u>In-Depth Objectives Coverage (Circle)</u>
Clothing III	1 2 3
Special Purpose Sewing	1 2
Summary:	30



## Chapter nine

### MODULES

*This section of the Home Economics Teacher Resource Manual is arranged by module, and includes module objectives and related teaching/learning strategies. Please note that the teaching/learning strategies listed are suggestions only. When planning appropriate learning strategies for a module, some of these suggestions may be used as suggested or as 'seeds' for your own ideas.*

*We hope this section will be helpful to you in the implementation of the Junior High Home Economics Curriculum.*

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\*Please note that a list of authorized basic and recommended learning resources appears in the Junior High Home Economics Curriculum Guide, 1987, p.p. 10-13.



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## LEVEL I: FAMILY STUDIES

### Child Care I Level I Compulsory

#### Suggested Teaching/Learning Strategies

**Objective 1:** *The student will be able to demonstrate an understanding of quality child care by studying a variety of care-giving skills.*

Choose from:

- a) Safety: guest speaker or filmstrips, films. Topics: general environmental safety for children, possible health hazards facing young children; e.g., overdose (aspirin, acetaminophen, vitamins), eating cigarette butts, poison (e.g., cleaning agents).
- b) Develop a checklist of safety hazards.
- c) Discuss the food habits of small children; i.e., serving sizes, appropriate foods, frequency of eating, likes and dislikes.
- d) Discussion and demonstration of changing, feeding, dressing a baby. Mother and baby as guests, or teacher/student demonstration.
- e) Discuss appropriate play activities and toys for various ages.
- f) Guest speakers: librarian to discuss children's books and storytelling; child psychologist to present views on young children; television and play, etc.; public health nurse.

**Objective 2:** *The student will be able to list the rights and responsibilities of a care-giver.*

Choose from:

- a) "Buzz Session" or "Dear Diary" relating experiences students have had being babysat or while babysitting.
- b) Brainstorm characteristics of a good care-giver (babysitter). Differentiate between responsibilities of a temporary care-giver and a guardian or parent.
- c) Case studies to introduce rights and responsibilities:
  - babysitter or temporary care-giver
  - employer
  - parents of babysitter.

**Objective 3:** *The student will be able to demonstrate appropriate skills in caring for children*

- describe procedures for accident prevention and handling emergencies
- select and prepare nutritious food for young children
- describe behaviour and needs of young children
- guide children in play activities
- assist children in clothing choice and changes.

Choose from:

- a) Students prepare nutritious snacks for various age groups of children. Evaluate.
- b) Field trip: Go to a toy store and choose an appropriate toy for various age groups. Justify choice (catalogue could be used).
- c) Babysitter's survival kit could be prepared during unit: This could include books, student-made bib, child's toy(s), paper bags (lunch size), blunt children's scissors, crayons and paper for children to make puppets and drawings.
- d) Suggest solutions to case studies describing discipline problems and prepare a checklist of discipline pointers.

**Objective 4:** *The student will be able to integrate knowledge and skills along with decision-making, problem-solving and evaluating processes through "child care related" projects.*

Choose from:

- a) Prepare a "Before the parents leave the house" checklist of emergency numbers and procedures, specific instructions re: feeding, care, messages, etc.
- b) Keep a student journal of assignments and evaluations, including a final self-assessment of skills and knowledge gained during module.
- c) Students participate in a supervised child care situation within classroom setting. Expectations of students should be clearly established by students and teachers.
- d) Students could participate in a child care situation at home or in community. Evaluation of experience should be completed by a supervising adult or student.

Evaluation is a continuous and integral part of this module. Evaluation strategies should be developed from the objectives of this module listed in the Junior High Home Economics Curriculum Guide, 1987. Refer to chapter five in this manual.

#### AUTHORIZED LEARNING RESOURCES

1. Basic

Creative Living. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1985.  
Unit Two, Child Care and Child Development, pp. 118-169.

2. Recommended

Creative Living, Teacher's Resource Book. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1986, pp. 29-43.

Creative Living, Teacher's Annotated Edition. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1985, pp. 39-45.

ADDITIONAL SOURCES

Nutrition Health Services, Alberta Social Services and Community Health.  
Public libraries.  
Field trip.  
Toy stores.  
Old catalogues.  
Librarians.  
Public health nurses.  
Pharmacists.  
Toy Testing Council publications.  
Alberta Consumer and Corporate Affairs.

## Grooming Level I

### Suggested Teaching/Learning Strategies

**Objective 1:** *The student will be able to list/describe and demonstrate grooming practices that contribute to healthfulness and a sense of well-being.*

Choose from:

- a) Brainstorm and/or use a film for all the aspects of good grooming that students can think of.
- b) Discuss the similarities and differences of basic grooming for males and females.
- c) Discuss the components of a good grooming routine such as:
  - daily bath/shower
  - use of deodorants, anti-perspirants
  - changing and washing underwear
  - importance of rest and nutrition.
- d) Use the VTR and tape students demonstrating poor and proper posture. Discuss the contrast.
- e) Invite an exercise instructor, or use an exercise tape or record, to demonstrate and discuss the importance of exercise as part of a grooming routine. Students practise exercises.
- f) Guest speaker: invite a dermatologist, cosmetician, hair stylist, nurse, etc., to discuss and/or demonstrate:
  - skin care (acne)
  - hair care
  - tooth care
  - personal hygiene.

**Objective 2:** *The student will be able to develop criteria for the selection of grooming products and appliances, and make consumer selections.*

Choose from:

- a) Bring samples of grooming products. Students categorize them as "nice" or "necessary". Discuss costs and functions.
- b) Students bring grooming appliances for display. Discuss and evaluate their use, cost, and value.

**Objective 3:** *The student will be able to recognize that appearance and, thus, grooming may have an influence on self-confidence and interpersonal relationships.*

Choose from:

- a) Discuss the above objective and what it means. Discuss the possible impact of appearance and grooming on self-confidence and interpersonal relationships.

- b) Collect some (5) examples of advertisements that demonstrate the use of self-confidence and positive interpersonal relationships to promote their products. Analyze each example. This collection could be mounted on a display board and be used as a basis for discussion.
- c) Discuss or make a list of appropriate grooming criteria when meeting a prospective employer.
- d) Brainstorm a list of personal grooming objectives.

*Objective 4: The student will be able to apply knowledge of grooming in order to make effective decisions, solve problems and evaluate practices associated with grooming.*

Choose from:

- a) Students make and try homemade skin care products. Compare to similar commercial preparations according to cost, satisfaction with product, etc.
- b) Bring an article of clothing to school or wear some clothing that requires simple repair. Analyze what repairs are needed. Complete the repair, then evaluate:
  - is appearance of garment improved?
  - how much time required to complete repair?
  - if repair had not been completed, would garment have suffered further damage?
  - was completing repair a good use of time and other resources? Explain.

Evaluation is a continuous and integral part of this module. Evaluation strategies should be developed from the objectives for this module listed in the Junior High Home Economics Curriculum Guide, 1987. Refer to chapter five in this manual.

#### AUTHORIZED LEARNING RESOURCES

##### 1. Basic

Creative Living. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1985, Chapters 1, 2, 3 and pp. 31-34.

##### 2. Recommended

Creative Living Teacher's Resource Book. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1986, p. 5.

Creative Living, Teacher's Annotated Edition. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1985, pp. 19-21.

#### ADDITIONAL SOURCES

Health and Welfare Canada.  
Government of Canada Fitness and Amateur Sport.  
Alberta Agriculture.  
Department stores - equipment, other products.



## Culture and Traditions Level I

### Suggested Teaching/Learning Strategies

**Objective 1:** *The student will be able to define "tolerance and understanding" as understood in the family and the community.*

Choose from:

- a) Have students define tolerance and understanding after completing any one of these activities:
  - brainstorm ideas from students on what it means to be tolerant and understanding
  - interview parents and other adults to determine their interpretation of "tolerance and understanding".
- b) Apply the definition of tolerance and understanding to:
  - the family setting
  - the school setting
  - the community setting.

This "application" should include "behavioural suggestions" consistent with the definition. Case studies and discussion are a suggested format for b.

**Objective 2:** *The student will be able to examine similarities and differences in families from generation to generation and from culture to culture, and develop respect for other lifestyle patterns.*

Choose from:

- a) Discuss how the roles of men and women in families have changed over time.
- b) Discuss how the role/expectations of children in families have changed over time (e.g., the industrial revolution vs. the present, or farm children at the turn of the century vs. the present day), in terms of education expectation and share of family work.
- c) Ask students to list all the roles that they play; e.g., son or daughter, brother, sister, niece, nephew, grandchild, friend, neighbour. Ask students to consider whether these roles overlap or create conflicts for them.
- d) Students might be asked to share things they consider "special" about their family:
  - special celebrations - religious, cultural, birthdays, etc.
  - ways they entertain guests at meal times
  - means of showing thanks or gratitude to others
  - or
  - ask students to write a paragraph about traditions or special occasions they would like to celebrate when they have their own homes.

**Objective 3:** *The student will be able to accept that each person is responsible for his or her own actions and demonstrates appropriate behaviour in specific situations as an expression of respect and consideration for others.*

Choose from:

- a) Ask students to define "etiquette" and "manners" in their own words. Have them compare their definitions to a dictionary definition.
- b) A display of etiquette books could be set up. Students could compare current books to earlier editions.
- c) Possible activities for students that focus on table manners:
  - Have students role play various roles (such as hostess/host roles, or the demonstration of table manners in homes or restaurants)
  - Have students prepare and serve a light meal or food item that requires eating utensils and a style that they may not be familiar with; e.g., Chinese style (chopsticks), Japanese style (low table, sitting on floor, chopsticks), finger foods, pizza, some mid-Eastern foods. Students could research food and serving style and practise appropriate hostess/host/guest roles. Evaluation of learning experience should follow these activities
  - Students might discuss or role play correct behaviour for the situations listed in the Junior High Home Economics Curriculum Guide, 1987 under "III. Social/Public Behaviour, C. Etiquette, 2. Specific Situations" pp. 26-27.

**Objective 4:** *The student will be able to make decisions, solve problems, and analyze behaviour to increase tolerance and understanding of others and respond socially in appropriate, considerate ways.*

Choose from:

- a) Develop a "Family Values" chart to help students understand that household rules reflect individual and/or family values.
- b) "The Game of Compromise." Discuss and define the term "compromise". Students suggest compromise solutions for given conflict situations; i.e., "Your father claims that you use the telephone too much."

Evaluation is a continuous and integral part of this module. Evaluation strategies should be developed from the objectives for this module listed in the Junior High Home Economics Curriculum Guide, 1987. Refer to chapter five in this manual.

#### AUTHORIZED LEARNING RESOURCES

##### 1. Basic

Creative Living. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1985, p. 77, Chapters 7, 8, 11, 12, 14, 32; "Teen Tips", pp. 103-112, p. 120, Chapter 49, pp. 343-348, pp. 13-17, p. 490; "Consideration for Others", p. 371.



2. Recommended

Creative Living, Teacher's Resource Book. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1986, p. 88.

Creative Living, Teacher's Annotated Edition. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1985, pp. 21-22, pp. 26-28, pp. 31-32, pp. 34-45, pp. 76-78.

## LEVEL I: FOOD STUDIES

### Foods I Level I Compulsory

#### Suggested Teaching/Learning Strategies

**Objective 1:** *The student will be able to demonstrate a working knowledge of a laboratory facility.*

Choose from:

- a) Kitchen orientation. Give students a list of kitchen equipment to locate and display for checking. Trade lists to put equipment away.
- b) Orientate students to metric measurement used in the laboratory and the appropriate measurement equipment. In small groups, students demonstrate correct equipment, measurement usage and measurement terminology.
- c) Teacher demonstration of safe operation of major kitchen appliances.

**Objective 2:** *The student will be able to provide a rationale for safe and hygienic practices in food preparation*

- *use small utensils and electrical equipment safely*
- *practise good hygiene in food preparation and laboratory clean-up.*

Choose from:

- a) Have a "safety hunt" (set up hazards in kitchen beforehand). Students list as many hazards as they can find. Compile results on blackboard.
- b) Find safety hazards in a picture of an unsafe kitchen.
- c) List safety rules for the kitchen regarding:
  - burns                      - bumps
  - electricity                - falls
  - cuts                        - poisons
- d) Discuss personal hygiene in the kitchen; i.e., use of tasting spoons, clean hands.
- e) Show a tray of small equipment. Have student list name, function, and safety features of each.

**Objective 3:** *The student will be able to demonstrate techniques of food preparation*

- *understand the language and use of a recipe*
- *practise skills of measuring and mixing*
- *appropriately organize time, energy, and equipment in preparation of simple foods and meals*
- *demonstrate simple table setting.*

Choose from:

- a) To learn the steps in using a recipe, place "mixed-up" pictures of these steps in the correct order and write an explanation of each.
- b) Given a simple recipe, each student collects equipment needed to prepare his or her recipe.
- c) Students become familiar with simple cooking terms relating to product that they are making.
- d) Teacher demonstrates simple table setting. Students practise.
- e) Teacher demonstrates metric measurement techniques while making a simple recipe. Students then go into lab and prepare the recipe.

**Objective 4:** *The student will be able to apply Canada's Food Guide to food choices*

- *understand the function and importance of the leader nutrients in each of the four food groups*
- *know the recommended daily servings from each food group*
- *prepare a food from each food group*
- *select appropriate balance of foods in a simple meal preparation.*

Choose from:

- a) Grocery bag game. Empty cans, boxes etc., are placed in grocery bags. Students categorize each item into the correct Canada's Food Guide group.
- b) Students prepare simple foods from each of the four food groups.
- c) Students prepare a simple recipe based on more than one food group; i.e., tuna noodle casserole. Do a suitable table setting for this recipe.
- d) Students construct posters, mobiles, illustrating groups in Canada's Food Guide, and the servings per group.
- e) Review Canada's Food Guide by playing various available games.
- f) Using food models or pictures, students plan nutritious, varied meals for a day.

**Objective 5:** *The student will be able to evaluate decisions, problem-solving skills and products in food preparation according to stated criteria developed by students and teacher.*

Choose from:

- a) Following a discussion or brainstorming session on ways to make bag lunches, for a week students plan bag lunches that are varied, nutritious and economical. Calculate cost. Choose one of the lunches. Prepare it. Have a "brown bag" social in which students exchange lunch bags. Students receiving the lunch fill in an evaluation form. Evaluate the project (students could be given cost guidelines).
- b) In groups, students plan a day's menu that follows Canada's Food Guide. Students make a luncheon or simple dinner from the menu plan. As a group, plan and prepare the meal, and evaluate the plan, food preparation and clean-up. If some food products were not as expected, students provide explanations.

Evaluation is a continuous and integral part of this module. Evaluation strategies should be developed from the objectives for this module listed in the Junior High Home Economics Curriculum Guide, 1987. Refer to chapter five of this manual.

#### AUTHORIZED LEARNING RESOURCES

1. Basic

Creative Living. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1985, Chapters 43, 44, 45, 46, 47.

2. Recommended

Creative Living, Teacher's Resource Book. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1986, p. 80.

Creative Living, Teacher's Annotated Edition. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1985, pp. 70-76.

#### ADDITIONAL SOURCES

ATA Home Economics Specialist Council.

## Simple Snacks and Meals Level I

### Suggested Teaching/Learning Strategies

**Objective 1:** *The student will be able to apply knowledge of Canada's Food Guide to food selection.*

Choose from:

- a) Students keep a record of everything they eat in one day. Analyze what constituted "meals" and "snacks". Did the day's intake meet Canada's Food Guide criteria? What would the student change (if anything), and why? Were snacks important contributors? Give reasons for answers.
- b) Students make up a day's menu. Analyze according to Canada's Food Guide.

**Objective 2:** *The student will be able to describe how snacks may contribute to meeting recommended daily food intake.*

Choose from:

- a) Brainstorm the pros and cons of snack foods and discuss how they may be part of one's daily food requirements.
- b) Make a bulletin board of Canada's Food Guide groups, including snack foods that can be part of each group.
- c) Show filmstrip on snacks.

**Objective 3:** *The student will be able to compare home produced and commercially produced snacks and meals.*

Choose from:

- a) Evaluate groups of food (home prepared vs. commercially prepared) according to nutritive content, convenience, satisfaction and cost  
e.g., snacks: potato chips vs. fresh vegetables and dip  
pop vs. unsweetened juice  
candy bar vs. homemade granola bar  
e.g., meals (breakfast, lunch):  
fast food breakfast vs. egg, toast at home  
unsweetened cereal vs. sugared cereal  
hamburger and soft drink vs. tuna fish sandwich and milk.
- b) Choose comparable home produced and commercially produced snacks and meals. Evaluate costs, nutritive value, flavour and general satisfaction or appropriateness of each.



**Objective 4:** *The student will be able to demonstrate skills in decision making, problem solving and evaluating as they apply to use of recipes and safe, efficient food preparation, with the ultimate goal being satisfying, nutritious snacks and meals.*

Choose from:

- a) Place a variety of foods on a tray. Given a time limit, students create a nutritious, appealing snack. Evaluate nutritional value, aesthetic appeal and presentation skills required.
- b) Students prepare several nutritious snacks involving some new preparation skills; i.e., mini-pizza, fruit whip, granola bars, vegetables and dip.
- c) Given several recipes from each of the four food groups, students plan and prepare a simple meal. Evaluate for nutritional value, aesthetic appeal, preparation time and skills learned.

Evaluation is a continuous and integral part of this module. Evaluation strategies should be developed from the objectives for this module listed in the Junior High Home Economics Curriculum Guide, 1987. Refer to chapter five of this manual.

#### AUTHORIZED LEARNING RESOURCES

1. Basic

Creative Living. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1985, Chapters 36, 37, 39.

2. Recommended

Creative Living, Teacher's Resource Book. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1986, pp. 78, 79, 87.

Creative Living, Teacher's Annotated Edition. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1985, pp. 62-64, 66-67.

#### ADDITIONAL SOURCES

Health and Welfare Canada.

## Enjoying Food with Others Level I

### Suggested Teaching/Learning Strategies

**Objective 1:** *The student will be able to describe the influence of social and psychological factors on food choices.*

Choose from:

- a) Set up work stations to illustrate the effect of the senses on our food choices.
- b) Prepare and serve a snack tray to other students or teachers. Observe people's reactions to the snacks and which are the most popular? Discuss how the five senses affected the foods chosen.
- c) Discuss when food is enjoyed the most or if certain foods are associated with certain occasions (draw on past experiences).

**Objective 2:** *The student will be able to plan and prepare for a social occasion involving food*  
– *identify the factors basic to planning*  
– *develop and plan a consistent theme for a particular social occasion.*

Choose from:

- a) Discuss the factors involved in planning for a social occasion. The following points should be considered:
  - theme
  - invitations
  - decorations
  - menu
  - entertainment
  - budget
  - number and age of guests
  - service of food
  - clean-up.
- b) Students plan (include decision making, problem solving, and analyzing) and prepare for the chosen occasion considering the above factors. For example, invite the ECS classroom or Grade 1 for a special occasion, plan a class party after a school game, prepare a family breakfast at the school for Education Week.

**Objective 3:** *The student will be able to evaluate the success of the plan*  
– *analyze whether the plan provided sufficient guidance and was realistic*  
– *evaluate time, energy, skill and money management*  
– *judge success of the social occasion - social enjoyment, quality of food presented, personal satisfaction*  
– *state possible revisions.*



Choose from:

- a) Students complete evaluation discussing aforementioned factors. Guests should also evaluate the occasion.
- b) What was learned? What was most successful? What should be changed another time? Was planning adequate?

Evaluation is a continuous and integral part of this module. Evaluation strategies should be developed from the objectives for this module listed in the Junior High Home Economics Curriculum Guide, 1987. Refer to chapter five of this manual.

#### AUTHORIZED LEARNING RESOURCES

1. Basic

Creative Living. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1985, Chapters 34, 36, 49, p. 266 ( a balanced diet plan).

2. Recommended

Creative Living, Teacher's Resource Book. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1986, pp. 214-220, 224.

Creative Living, Teacher's Annotated Edition. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1985, pp. 59-60, 62-63, 76-77.

## LEVEL I: CLOTHING AND TEXTILES STUDIES

### Sewing I Level I Compulsory

#### Suggested Teaching/Learning Strategies

**Objective 1:** *The student will be able to demonstrate safe use of small sewing and pressing equipment, and the sewing machine.*

Choose from:

- a) Demonstrate the safe and correct use of sewing equipment.
- b) Demonstrate the care and safe use of the iron.
- c) Students earn a driver's licence for learning to operate a sewing machine; i.e., parts, threading, etc.
- d) Stitch on paper to practise straight lines, corners, curves.

**Objective 2:** *The student will be able to define basic fabric, pattern, and sewing terms.*

Choose from:

- a) Teacher demonstration of sewing terms, followed by games, puzzles, etc., to practise or reinforce the learning experience.
- b) Teach seams, corners and trimming; construct a small, simple project; i.e., pencil case or drawstring bag. Samples could also be used to teach these construction skills.

**Objective 3:** *The student will be able to construct a simple project*

- *practise at least one related hand sewing skill*
- *practise at least one related sewing machine skill*
- *understand care.*

The student, or student and teacher develop(s) a plan that can be used as a general guide for sewing projects. It should include knowledge and skill assessment and a plan for achieving an appropriate level of expertise that the chosen project will require. (Basically, it will be a general management plan for the sewing project including decision-making, problem-solving and evaluating processes.) Once the plan is formulated the student will be expected to use it to guide, progress through and evaluate the project (see page 142).

**Objective 4:** *The student will be able to develop a general process plan or checklist to guide the choice of sewing projects. Items could include:*

- *a realistic assessment of existing skills and knowledge*
- *determination of other required knowledge and skills*
- *fabric/pattern/use compatibility*
- *evaluation of process and construction techniques, etc.*

**Objective 5:** *The student will be able to evaluate sewing project and process of completion by analyzing the planning and the project.*

See student management plan example on following page. Education considerations from objectives 4 and 5 can be integrated with the plan.

Choose from:

- student constructs a simple sewing project (using the sewing machine and a non-commercial pattern).
- drawstring bag (Creative Living, Teacher's Annotated Edition, p. 158).  
(Creative Living, Teacher's Resource Book, p. 183).
- roll-up tool kit or jewellery case (Creative Living, Teacher's Resource Book, p. 185).
- apron (barbecue or other type).
- pencil case.
- wall organizer (Creative Living, Teacher's Resource Book, p. 187).

Students could use the calendar on page 28.

**Evaluation** is a continuous and integral part of this module. Evaluation strategies should be developed from the objectives for this module listed in the Junior High Home Economics Curriculum Guide, 1987. Refer to chapter five of this manual.

#### AUTHORIZED LEARNING RESOURCES

1. Basic

Creative Living. Canadian ed. Don Mills, Ontario: Collier MacMillan Canada, Inc., 1985, Chapters 58, 59, 60, p. 462 "Sewing Safety", pp. 463-464 "Project Ideas".

2. Recommended

Creative Living, Teacher's Resource Book. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1986, pp. 104, 105, 193 "Sewing Construction Handbook".

Creative Living, Teacher's Annotated Edition. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1985, pp. 90-93.

### Example of a Student Management Plan for Sewing Projects

Revise and adapt as required for construction projects in the Clothing and Textiles Modules.

Name \_\_\_\_\_

Module \_\_\_\_\_

Date \_\_\_\_\_

Estimated Completion Date \_\_\_\_\_

Actual Completion Date \_\_\_\_\_

#### Past sewing experience

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#### Skills I have now

- |    |    |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

#### Assessment of general beginning skills (Discuss with teacher)

- |    |    |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

#### Suitable project choices based on above information (Discuss with teacher)

- 1.
- 2.
- 3.
- 4.

#### Skills I need to learn in order to complete the project successfully (List sewing skills and management skills)

- |    |    |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

#### How will I acquire the new skills? (Watch demonstrations, sew samples, etc.)

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#### Materials required to complete project

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#### Time plan for project (Allow some flexibility)

Students could use a calendar to plan.

#### Evaluation of planning, project and management skills (Teacher and student)

## Clothing I Level I

### Suggested Teaching/Learning Strategies

**Objective 1:** *The student will be able to describe the function of clothing*

- *recognize that clothing creates impressions and affects attitudes and feelings*
- *understand the relationship between fibre, fabric and comfort in clothing.*

Choose from:

- a) Students bring in pictures of popular teenage idols. Discuss what image the idols try to project.
- b) Students bring in a garment or pictures of clothing they "wouldn't be caught dead in". Discuss the reasons why.
- c) Use pictures to relate clothing to:
  - changes in fashion
  - identity with a group
  - expression of personality.
- d) Discuss the question: Do students have a "uniform"?
- e) Discuss definition and relationship of fibre and fabric, and comfort.
- f) Students bring in their "most" comfortable piece of clothing and determine why it is so comfortable. Students draw some conclusions regarding the interrelationship of fibre and fabric, and comfort.
- g) The students assess the comfort of a number of clothing items displayed according to a set of criteria they have created. Provide justification for assessments.

**Objective 2:** *The student will be able to construct a simple project*

- *practise use of simple pattern*
- *practise basic hand and sewing machine skills*
- *express self in creation of simple decorative feature on project.*

Choose from:

### Clothing Project

- a) Students construct a simple clothing project; i.e., vest, wrap skirt.
- b) Discuss how people individualize their clothing; i.e., designer label, initials, trim, accessories.
- c) Students individualize their project by the creative use of colours, textures or handcrafted applied designs.
- d) Students make a management plan for clothing construction project. See Sewing I, Objectives 3 to 5.



**Objective 3:** *The student will be able to describe regular clothing care*

- *identify daily care requirements*
- *practise simple clothing repairs.*

Choose from:

- a) The students make a checklist for daily clothing care.
- b) The students describe the care required for their project and the cost of caring for the item.
- c) The students bring or wear a clothing item requiring a simple repair to school and complete the repair required. Analyze what difference the repair makes to the garment's usefulness, appearance and longevity.

**Objective 4:** *The student will be able to make decisions, solve problems and develop evaluation skills, while making choices about clothing, clothing care and project selection.*

Choose from:

- a) Student makes and follows a management plan for Clothing I sewing project (can adapt the plan from Sewing I).
- b) Student evaluates approach to clothing choices at beginning of module and re-evaluates approach to clothing choices at end of module. Assess any changes and provide a rationale.

**Evaluation** is a continuous and integral part of this module. Evaluation strategies should be developed from the objectives for this module listed in the Junior High Home Economics Curriculum Guide, 1987. Refer to chapter five of this manual.

#### AUTHORIZED LEARNING RESOURCES

1. Basic

Creative Living. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1985, Chapters 51, 54, 57, 58 (review), 59, 60, 61, 62, p. 438.

2. Recommended

Creative Living, Teacher's Annotated Edition. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1985, pp. 80-81, 84-85, 88-96.

#### ADDITIONAL SOURCES

Pattern companies.

## Creative Textiles Level I

### Suggested Teaching/Learning Strategies

**Objective 1:** *The student will be able to recognize a variety of handworks using textiles or textile-related materials and practise working with selected ones.*

Choose from:

- a) Teacher demonstrates a variety of techniques and students complete small projects to develop skills in two or three of the handworks from the following list:
  - knitting
  - crochet, tatting
  - macramé
  - weaving
  - patchwork quilting
  - embroidery, crewel
  - latch hooking
  - appliqué
  - needlepoint.
- b) Have members of the community demonstrate some of the above skills.

**Objective 2:** *The student will be able to identify and describe the origins, history and current application of a number of textile handworks.*

Choose from:

- a) Visit a local museum, art gallery, historical site to observe historical and/or current examples of textile handworks.
- b) Guest speaker to talk about the use of handworks in the past and show examples.
- c) Students bring examples from home and give short introductions.
- d) Students brainstorm current applications and creative uses for the handworks.

**Objective 3:** *The student will be able to use management process skills gained to choose and satisfactorily complete an appropriate project, commensurate with skill level and time available, in a textile handwork medium that broadens his or her capabilities.*

Document process by making and following a plan. Evaluation of plan, project and management skills should be included.

Choose from:

- a) Students complete a larger project using one of the above skills.
- b) Cooperative project. Class may work on a group project such as a quilt, hooked rug, etc., for some useful school or community purpose.



- c) Students may combine another clothing and textiles module or a living space module with this one and combine their creative textiles project with a project from these modules.

Evaluation is a continuous and integral part of this module. Evaluation strategies should be developed from the objectives for this module listed in the Junior High Home Economics Curriculum Guide, 1987. Refer to chapter five of this manual.

#### AUTHORIZED LEARNING RESOURCES

1. Basic

Creative Living. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1985, p. 438 (appliqué and embroidery), p. 191 "Create Your Own Shirt", p. 190 (patchwork pillow).

2. Recommended

Creative Living, Teacher's Annotated Edition, Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1985, pp. 93-94.

#### ADDITIONAL SOURCES

Pattern companies.

## LEVEL II: FAMILY STUDIES

### Child Care II Level II Compulsory

#### Suggested Teaching/Learning Strategies

**Objective 1:** *The student will be able to describe how children grow and develop physically, mentally and socially from birth to five years.*

Choose from:

- a) Show film or cartoons about different stages of child development.
- b) Students work in groups to prepare a class presentation covering stages of development from birth to age five. This should include physical, mental, emotional and social needs.  
Possibilities
  - illustrated chart
  - simple food, clothing, play activities
  - student-made video.
- c) Students observe children's behaviours in a variety of situations:
  - day-care field trip
  - while babysitting
  - in shopping malls
  - in playgrounds.

Record in chart form and discuss results of observations. Relate this to the developmental stages.

**Objective 2:** *The student will be able to accept that ideas about child care differ in different historical eras and cultures.*

Choose from:

- a) To gain a better understanding of child rearing practices in the past, have a grandparent as a guest speaker or visit a senior citizens' home to discuss how they raised their children in comparison with how their grandchildren are being raised; i.e., clothing, toys, taking children out, food, responsibilities.
- b) Guest speaker or film to discuss child-rearing in other cultures.
- c) Discuss or role play ways to guide young children in today's society.
- d) Have students write a story or poem illustrating child rearing practices of the future.
- e) Bring in childhood pictures. Discuss styles and functionality of clothing then and now. Predict possible clothing styles of the future by drawing or making a simple children's costume.

**Objective 3:** *The student will be able to identify needs of young children and the resources to meet those needs.*

Choose from:

- a) Field trip to toy store to identify age suitability and safety of toys. (Toy store clerk may come to classroom with toys, or toys might be borrowed from a department store.) Discuss materials, safety regulations, what there is about the toys that appeals to children. Identify toys that best assist development.
- b) Have children's librarian present story hour and discuss qualities desirable in children's books and records.
- c) Visit a local health clinic (public) or have a public health nurse as a guest to discuss children's health needs as addressed by "public health" facilities and personnel. Students could conduct an interview with a public health official.

**Objective 4:** *The student will be able to investigate available community child care facilities and examine the needs they address.*

Choose from:

Investigate community child care facilities by means of field trips, the telephone directory, social service agencies, guest speakers. Consider such factors as ages of children, cost of such services, hours, activity schedule, discipline, facilities available (playground, food services).

Participate in a child care program by preparing a nutritious snack to be served to the children (see Objective 5).

**Objective 5:** *The student will be able to apply skills and knowledge to the process of making decisions, problem solving and evaluating the care of young children.*

Choose from:

- a) Students plan and carry out an evening or afternoon of quality child care that coincides with a school function where parents could leave younger children; e.g., school concert, dessert party, community meeting, etc.
- b) Prepare food and play activities for a group of young children in the community; i.e., day care, ECS class, or play group. Evaluate activities and foods on the basis of suitability to the developmental level of the children.

Evaluation is a continuous and integral part of this module. Evaluation strategies should be developed from the objectives for this module listed in the Junior High Home Economics Curriculum Guide, 1987. Refer to chapter five of this manual.

#### AUTHORIZED LEARNING RESOURCES

1. Basic

Creative Living. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1985, Unit Two, Child Care and Child Development, Chapters 17, 18, 19, 20, 21, 22, 23.

2. Recommended

Creative Living, Teacher's Resource Book. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1986, pp. 29-43.

Creative Living, Teacher's Annotated Edition. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1985, pp. 38-45.

ADDITIONAL SOURCES

Public health staff.

Playgroups.

Day-care centres.

Librarians.

Toy Testing Council publications.

Alberta Consumer and Corporate Affairs.

## Family Life and Technology Level II

### Suggested Teaching/Learning Strategies

**Objective 1:** *The student will be able to construct a working definition of technology as applied in this module, and create criteria for evaluating a family's use of technology, taking into account ethics, goals, values, attitudes, needs, wants and resources.*

Choose from:

- a) Brainstorm definition of "technology".
- b) Brainstorm connotations of "technology" then compare these with a dictionary meaning of "technology".
- c) Choose a food or clothing item that has undergone a variety of technological changes to illustrate technology and evaluate the product in its present form. Examples could be:
  - popcorn - ways of preparation, cost efficiency, evaluation of product. Method: Food Laboratory experience.
  - garment - changes in closures and fabric; e.g., dresses, fur and laces, to polyester and velcro.
  - communication systems - from walking and direct word of mouth to transatlantic computer messages.
- d) Students make individual lists of factors they feel are important evaluative considerations for use of a particular technology. Class discussion or group discussion to follow. Purpose: to create a composite list of criteria.

**Objective 2:** *The student will be able to list and experience examples of current technological items available in food preparation and nutrition, textiles, knitting and sewing, personal care, entertainment and communication.*

Choose from:

- a) Prepare an assortment of foods using a variety of equipment. Evaluate the laboratory experience, the products and the equipment (tools).
  - e.g., equipment evaluation – microwave vs. conventional range top or oven
  - various beating or chopping equipment
  - evaluation guidelines – cost, ease of use, quality of product, time efficiency, etc.
- b) Students complete a survey and experience a variety of selected foods to determine in how many forms they are available, and to evaluate the forms for nutritive value, flavour, time and cost efficiency, etc.
- c) Local sewing machine sales people may be able to give demonstrations of new equipment technology in their shops.



- d) Students could experience and evaluate construction of articles using sergers, or computerized or electronic sewing machines. Projects could include practical items such as locker or bulletin board organizers (Creative Living, Teacher's Annotated Edition, p. 162), glass cases, quilted wallets or similar projects. These items could utilize not only new machine technology (e.g., sergers), but also newer closures such as velcro, hook and loop tape.
- e) Demonstration of knitting machines by a local salesperson or community member. Compare time taken to make a product by hand and by machine. Evaluate knitting machines for personal use.
- f) Students research and evaluate the use of various personal communications and entertainment technology and share findings with the class.
- g) Lists of appliances, communication and entertainment technology found in students' homes could be evaluated according to:
  - power source; i.e., electricity, natural gas, battery, solar power, wood, etc.
  - amount of power used by appliance. Resource information usually available through local utility companies.
  - application and evaluation of information re: original cost of equipment plus operating cost vs. family's use of items.

*Objective 3: The student will be able to evaluate a variety of home-related products and/or equipment developed over time due to technology.*

Choose from:

- a) A visit to a local museum or historical site might include food preparation, sewing or other household tasks carried out in the manner appropriate to the era.
- b) A local museum or historical site might also be used as a resource for period household cleaning products and communications technology such as radio, telephone, telegraph, mail system, etc.
- c) Choose a home-related product or piece of equipment and trace its development over time. Use an old catalogue or historical site.

*Objective 4: The student will be able to discuss how the quality of life for individuals and families has changed over time due to the increased availability and use of technology.*

Choose from:

- a) Students could be divided into debating teams to present arguments regarding negative/positive aspects of technology and the impact technology is having on family life. Following the debate, each student could be asked to state or compose (write) a paragraph to summarize their own conclusions regarding technology and the strengthening of family life.
- b) Predictions regarding lifestyle in the near future could be encouraged as part of the evaluation. Students should be directed to provide a rationale for their line of thought.
- c) An open letter to the Ministry of Technology could be another possible project for students wishing to pursue the topic further.

Evaluation is a continuous and integral part of this module. Evaluation strategies should be developed from the objectives for this module listed in the Junior High Home Economics Curriculum Guide, 1987. Refer to chapter five of this manual.

AUTHORIZED LEARNING RESOURCES

1. Basic

Creative Living. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1985, p. 381 "Changes in the World"; pp. 311, 312, 317-320 "Popular New Appliances"; pp. 282, 411, 412 "Computers in the Kitchen"; p. 193 "Electronic Money".

2. Recommended

Creative Living, Teacher's Annotated Edition. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1985, pp. 72-73.

ADDITIONAL SOURCES

Old catalogues. (A range of years in the published catalogues would be interesting).  
Dictionary.



## Living Space II Level II

### Suggested Teaching/Learning Strategies

**Objective 1:** *The student will be able to differentiate between human needs and wants as related to living space*

- describe how a family's attitudes, values, budget, activities and size determine use of common and private space
- propose alternatives to solve "shared space" problems (bedrooms, closets, lockers, etc.).

Choose from:

- a) Brainstorm: What are basic human needs for living space? How does a "need" differ from a "want".
- b) Students write a paragraph describing "what my room means to me".
- c) Discuss the factors that determine how a family will use common and private space in a home.
- d) List space currently shared with someone else. List problems that occur while sharing the space and suggest possible solutions.
- e) Have students write down some specific conflicts that they experience at home over the use of shared space. These examples should be anonymous. The lists could be collected and redistributed for a second writer to work on a practical solution. These situations and responses could be shared with the class for more ideas or confirmation of the possible solution.
- f) Have students respond to case studies regarding problems with sharing family space.

**Objective 2:** *The student will be able to describe and practise basic sanitary and maintenance procedures applicable to personal space(s) (bedroom, locker, etc.) on a daily, monthly, and yearly basis.*

Choose from:

- a) Under the columns "neatness" and "cleanliness" have students write a description of the way they keep their rooms or lockers that contributes to either of these. Do the terms overlap?
- b) Students list the jobs that are necessary to maintain a neat and tidy personal space. Divide the tasks up into daily, weekly, monthly categories. Students evaluate their skills at performing these tasks and suggest what they need to learn in order to be capable of all the listed tasks.

- c) Students could list tasks required to clean and tidy their bedroom. Each student plans and carries out the cleaning and tidying of his or her room. Evaluation of task should be completed by student and a parent.
- d) Students make up a safety checklist for their own home.
- e) Have students select a type of home care product - commercial and homemade (e.g., window cleaners, oven cleaners). Test the products. Evaluate in terms of:
  - cost comparison
  - fulfilment of advertising claims
  - ease of use
  - negative side effects, safety hazards.
- f) Students design cleaning kits for their rooms. What products are needed for each task? Can one product be used for more than one task? Is the kit practical? Cost?

*Objective 3: The student will be able to identify the basic elements of design and apply the elements to a content-related project.*

Choose from:

- a) Have students portray, in collage form, colours, textures, shapes or items that appeal to them for a private space. Actual samples, pictures from magazines, etc., could be used. Students could present their finished collages to the class and explain their choices based on personal needs, preferences and activities.
- b) Make a bedroom or locker accessory that is consistent with the skill level of the student. Possible projects: pillow, wall organizer, bulletin board, shelving unit (some of these items could be made in conjunction with an industrial education/home economics cooperative effort).
- c) Create a mobile - keeping in mind design elements, the appropriateness for age level and safety (if it is for a young child).

*Objective 4: The student will be able to integrate knowledge with problem-solving, decision-making and evaluation skills to increase satisfaction with available living space.*

Choose from:

- a) Students are given specific relevant "living space" problems, in written or pictorial format. Students suggest alternatives, then share their alternatives in small groups or with the entire class.
- b) At close of module, ask students to evaluate whether they feel better equipped to make some living space choices that will increase their satisfaction with living space.

Evaluation is a continuous and integral part of this module. Evaluation strategies should be developed from the objectives for this module listed in the Junior High Home Economics Curriculum Guide, 1987. Refer to chapter five of this manual.

### AUTHORIZED LEARNING RESOURCES

1. Basic

Creative Living. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1985, Chapters 65, 66, 67, 68, 69; Teen Tips, pp. 516-520.

2. Recommended

Creative Living, Teacher's Resource Book. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1986, pp. 113-119, 122-124, 126.

Creative Living, Teacher's Annotated Edition. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1985, pp. 99-105.

### ADDITIONAL SOURCES

Local fire department.

Local utility companies.

Alberta Consumer and Corporate Affairs.

## LEVEL II: FOOD STUDIES

### Foods II Level II Compulsory

#### Suggested Teaching/Learning Strategies

**Objective 1:** *The student will be able to demonstrate an understanding of safety, hygiene, and management in food preparation*

- *practise safe, hygienic routines when preparing food*
- *identify and correctly interpret hazardous product symbols.*

Choose from:

- a) Complete a worksheet activity based on case situations of safety, or hygiene, and have students provide reasonable explanation to fit each case.
- b) Complete a kitchen safety checklist at home.
- c) Review measuring techniques and prepare a simple recipe (e.g., a muffin, biscuit recipe). Select recipe, prepare a market order list and evaluate planning and product.
- d) Review and correctly interpret hazardous product symbols.

**Objective 2:** *The student will be able to plan balanced diets in a variety of given circumstances*

- *list the role of nutrients*
- *describe the relationship between nutrients and Canada's Food Guide*
- *describe the relationship between balanced meals and Canada's Food Guide*
- *differentiate nutrient needs throughout the life cycle.*

Choose from:

- a) As a review of Canada's Food Guide, give students a paper plate and have them choose four foods (food models) for a meal. Check to see if each food group has been represented.
- b) Using Canada's Food Guide, discuss why each food is placed in a particular food group (because of major nutrients). List the major nutrients supplied by each food group.
- c) Show a film to illustrate the nutritional values of foods in a balanced diet.
- d) Complete a puzzle which matches a nutrient item with source, purpose.
- e) Use a variety of case studies to discuss how lifestyle and economics affect personal food choices:
  - you have a hockey practise at mealtime
  - four friends with little money want to eat out after skating or volleyball
  - you are babysitting and must feed supper to two pre-schoolers.
- f) Considering lifestyles, prepare several convenience vs. homemade foods from each of the four food groups. Compare in chart form as to cost, preparation time, equipment used, taste, nutrition and additives.
- g) Prepare a homemade mix that could save substantial preparation time; e.g., granola.

- Objective 3:** *The student will be able to apply knowledge and management skills to life situations*
- *understand that appropriate decision-making skills contribute to successful food and meal preparation, and the effective use of resources*
  - *understand how to secure and maintain maximum nutrition in food when buying, storing, and preparing*
  - *select and evaluate food forms and preparations appropriate to various life situations*
  - *select appropriate equipment for the food preparation task and make suitable adjustments or substitutions as necessary.*

Choose from:

- a) Given a lifestyle case study, students plan and prepare a simple meal. The planning should include:
- realistic assessment of financial resources
  - menu plan
  - nutritive value
  - preparing a grocery list
  - cost
  - time management plan and evaluation
  - use of some small appliances
  - analysis of project
    - i. Did the student learn new skills and knowledge regarding meal preparation? Did the student manage resources (time, money, energy) well?
    - ii. Was the student able to make good decisions and solve problems regarding the project?
    - iii. Did the student analyze and evaluate what was learned, what was well done and what could be improved on?

An alternative to this would be to suggest setting up a foods unit and a budget book - keeping track of money spent on individual as well as final meal preparation.

- b) Assign kitchen partners or laboratory groups a specific amount of money that they may spend on the foods they prepare during the entire module. Students and teacher monitor the money spent on lab preparation and final meal preparation so that money spent is within the 'budget'. The meal planning would follow a pattern similar to the guidelines in "a" above.

Evaluation is a continuous and integral part of this module. Evaluation strategies should be developed from the objectives for this module listed in the Junior High Home Economics Curriculum Guide, 1987. Refer to chapter five of this manual.



#### AUTHORIZED LEARNING RESOURCES

1. Basic

Creative Living. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1985, Chapters 34, 35, 36, 37, 39, 40, 43, 44, 45, 46, 47, 48.

2. Recommended

Creative Living, Teacher's Resource Book. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1986, pp. 63-74, 76, 77, 79, 81-86.

Creative Living, Teacher's Annotated Edition. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1985, pp. 59-64, 66-68, 70-76.

#### ADDITIONAL SOURCES

Health and Welfare Canada.

## Canadian Heritage Cookery Level II

### Suggested Teaching/Learning Strategies

**Objective 1:** *The student will be able to discuss early Canadian lifestyles and why they revolved around food procurement and preparation.*

Choose from:

- a) In order to become better acquainted with the pioneer lifestyle, visit a museum or pioneer village.
- b) Invite grandparents or guests from community retirement homes to show memorabilia and to discuss day to day routine of the pioneer.
- c) Display food preparation utensils and memorabilia from pioneer days alongside similar modern-day utensils. Students may draw or create a utensil for future needs.
- d) Give students a list of pioneer equipment to locate and identify in a pioneer kitchen.

**Objective 2:** *The student will be able to demonstrate an understanding of safety as applied to early Canadian cookery.*

Choose from:

- a) Review safety with specific reference to new equipment students may be using in this module and the appropriate cautions and safety procedures; e.g., using wood stoves, open fires, large pots, etc. May be student or teacher demonstrated.
- b) Have students identify areas where safety hazards can occur and what preventative steps should be taken. Pioneer pictures may be used or this activity could be carried out at a site (i.e., Heritage Village, museum, etc.).

**Objective 3:** *The student will be able to identify developmental changes in food choices and techniques*

- *compare and prepare foods of the past and present*
- *prepare a simple, early Canadian meal.*

Choose from:

- a) Prepare and compare foods from "Then" and "Now"; i.e., soups; old fashioned porridge vs. instant porridge; homemade yogurt vs. commercial. Compare as to preparation time, flavour, nutritional content, utensils and equipment used, and storage.
- b) Students research food preservation techniques used by early Canadians; i.e., drying (beef jerky, dried fruit), and set up a taste panel with a variety of these food items.
- c) Students prepare a simple meal typical of pioneer days.



*Objective 4: The student will be able to develop skills in decision making, problem solving and analyzing (as applicable to safety procedures and food preparation techniques) on equipment available.*

Choose from:

- a) Given case study situations, student identifies applicable early Canadian cookery techniques, and carries out appropriate cookery procedures.
- b) Chooses food cookery projects such as breadmaking, jelly and jam making, drying food, canning, etc., and prepares the food in a similar way to times past. Evaluate.

*Objective 5: The student will be able to apply appropriate early Canadian cookery knowledge and skills to current food preparation situations.*

Choose from:

- a) Discuss how early Canadian cookery techniques could apply to current food preparation situations.
- b) Apply appropriate cookery techniques to an outdoor cooking situation. Students plan an appropriate menu and carry out preparation. Evaluate.

Evaluation is a continuous and integral part of this module. Evaluation strategies should be developed from the objectives for this module listed in the Junior High Home Economics Curriculum Guide, 1987. Refer to chapter five of this manual.

#### AUTHORIZED LEARNING RESOURCES

Note: The basic text, Creative Living, does not contain information for this module.

#### ADDITIONAL SOURCES

Local museums and heritage villages, such as:  
Glenbow Museum, Calgary  
John Walter Museum, Edmonton  
Fort Edmonton, Edmonton  
Stony Plain Multicultural Centre, Stony Plain  
Ukrainian Heritage Village, Vegreville  
Local utilities companies.

## Fast Foods Level II

### Suggested Teaching/Learning Strategies

*Objective 1: The student will be able to define "fast" and "convenience" foods.*

Choose from:

- a) Brainstorm a definition of "fast" foods and "convenience" foods. Give examples of each.
- b) Display a variety of "fast" and "convenience" foods. Students determine what the particular foods all have in common. From that point they define "fast" and "convenience" foods.

*Objective 2: The student will be able to use labels as an information source and correctly interpret the information provided*

- *understand the function of additives in prepared or convenience food*
- *identify the "best before" or expiry date on various food items*
- *identify correctly the hazardous product symbols.*

Choose from:

- a) Discover the value of labels by examining and trying to identify (without tasting) four or five white powders; i.e., salt, flour, body talcum powder.
- b) Examine labels on food packages and list on the board the information provided; i.e., order of ingredients, weight, additives, etc. Identify information required by law.
- c) Teacher provides a food item and students design a label for it.
- d) Relate the symbols and degrees of danger to familiar household items. Collect a variety of products that contain hazardous ingredients and identify them.
- e) Brainstorm: What are additives? Where are they used? Are they a recent invention?
- f) Students bring a packaged snack to class. Prepare a chart listing additive(s) in each and their functions. Share information with class. Discuss whether a more nutritious snack could be chosen from Canada's Food Guide.
- g) Students identify "best before" or "expiry dates" on a variety of food packages.
- h) Design a "good" food label.

*Objective 3: The student will be able to make decisions and evaluate food choices relating to "fast" or "convenience" foods*

- *compare fast foods available in restaurants or food outlets with homemade alternatives*
- *plan and evaluate meals using fast foods and/or convenience foods.*

Choose from:

- a) Discuss the advantages and disadvantages of using convenience foods as opposed to freshly prepared foods.

- b) Plan and prepare a simple dish; i.e., scalloped potatoes, sloppy joes, and compare it with a similar convenience food as to cost, nutrition, preparation time, and flavour.
- c) Go to (or use menus from) several fast food outlets. Compare similar food items as to cost and pick out the food items which are most nutritious. Justify. What could be added to a fast food meal to increase its nutritional value? Discuss the nutritional risks of eating meals at fast food outlets on a regular basis.
- d) Plan and prepare a food item comparable to one served at a fast food outlet; i.e., tacos. Compare cost, preparation time, supplies and ingredients, nutritional value, taste. Could we be more efficient with the preparation time?
- e) Plan and prepare a fast nutritious meal, based on Canada's Food Guide, using some convenience foods; i.e., pizza from a mix; salad and milk. Analyze and evaluate.

Evaluation is a continuous and integral part of this module. Evaluation strategies should be developed from the objectives for this module listed in the Junior High Home Economics Curriculum Guide, 1987. Refer to chapter five of this manual.

#### AUTHORIZED LEARNING RESOURCES

1. Basic

Creative Living. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1985, pp. 276-279, 287-289, 302.

2. Recommended

Creative Living, Teacher's Resource Book. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1986, pp. 77, 78, 79.

Creative Living, Teacher's Annotated Edition. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1985, pp. 64-68.

#### ADDITIONAL SOURCES

Alberta Agriculture.  
Health Protection Branch.  
Various fast food outlets.  
Grocery stores - convenience foods, labelling.

## LEVEL II: CLOTHING AND TEXTILES STUDIES

### Sewing II Level II Compulsory

#### Suggested Teaching/Learning Strategies

**Objective 1:** *The student will be able to demonstrate safe use of sewing and pressing equipment.*

Choose from:

- a) Class reviews the correct and safe use of sewing and pressing equipment through student or teacher demonstrations.
- b) Game: Students proceed through a series of "stations" (like a rally) to review and practise use of sewing and pressing equipment. When they have completed a station they go on to another.

**Objective 2:** *The student will be able to describe the properties of knitted, woven, and non-woven fabric*

- *select fabrics appropriate to specific uses*
- *prepare fabric for sewing.*

Choose from:

#### Fabric Properties

- a) Display a variety of garments using woven and knitted fabric. Compare the fabric construction of the garments. Discuss relationship of fabric to use and comfort; i.e., sweat pants for sports vs. wool dress pants.
- b) Show examples of non-woven textiles and relate them to daily use; i.e., quilt batting, foam insoles.
- c) Students examine several different types of fabric. Ask them to give examples of items they would or would not make from each fabric, and justify their decisions.

#### Fabric Grain

- d) Following a lesson, demonstration, filmstrip or other activity, have students label a swatch of fabric using terminology related to grain. Discuss how grain affects comfort, fit, and general appearance of a finished garment.

#### Fabric Preparation

- e) Prepare fabric for project - preshrinking, simple straightening techniques; i.e., using a square-edged table.



**Objective 3:** *The student will be able to construct a project using a simple commercial pattern*

- *develop and follow a management plan in construction of project*
- *practise use of a commercial pattern*
- *practise simple sewing techniques*
- *evaluate quality of completed project.*

Choose from:

- a) Students make a management plan for their sewing project. This plan may be reviewed by the teacher and discussed with the student. It could include a realistic assessment of current sewing skills, a list of skills the student would like to learn during this project, the pattern and fabric choice for the project and a time management plan.
- b) Commercial pattern. Explain how to read a pattern envelope and guide sheet. Students practise reading pattern envelopes.
- c) Explain the meaning of pattern symbols.  
**NOTE:** Choosing a pattern sized S, M, or L, will omit the necessity of specific measurements at this level.
- d) Students practise new sewing skills on samples, small project or other activity.
- e) Construction of garment with ongoing student assessment of time management.
- f) Student and teacher evaluation of completed project according to original management plan and quality of completed project. Compare project to a similar store bought article according to cost, quality of construction and fabric, suitability and satisfaction. Analyze satisfaction with project; i.e., What was well done? What could be improved on?
- g) Design a simple care label for project.

Evaluation is a continuous and integral part of this module. Evaluation strategies should be developed from the objectives for this module listed in the Junior High Home Economics Curriculum Guide, 1987. Refer to chapter five in this manual.

#### AUTHORIZED LEARNING RESOURCES

##### 1. Basic

Creative Living. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1985, Chapters 54, 57, 58, 59, 60, 61.

##### 2 Recommended

Creative Living, Teacher's Resource Book. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1986, pp. 99, 100, 103, 104, 105, 107, 108.

Creative Living, Teacher's Annotated Edition. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1985, pp. 84-85, 88-94.

## Clothing II Level II

### Suggested Teaching/Learning Strategies

**Objective 1:** *The student will be able to describe the relationship between clothing and self-concept*

- *analyze the images created by clothing.*

Choose from:

- Students read or dramatize a story that illustrates the relationship between clothing and self-concept.
- Students identify clothing fads and conformities in their lives; i.e., school clothes vs. church clothes or rock concert clothes vs. clothes to visit grandparents in. Discuss how different clothing choices relate to feelings of belonging, comfort, etc.
- Students complete mini questionnaire to help clarify their feelings about clothing choices or Creative Living, Teacher's Resource Book p. 94.

**Objective 2:** *The student will be able to analyze the effect of various elements of design on one's appearance*

- *utilize elements of design in choosing a pattern and fabric.*

Choose from:

- Identify the elements of design and discuss how each affects one's appearance. Find examples of each element in clothing design and analyze the effect created. Each student evaluates whether the garment would be appropriate (considering design) for themselves.
- "Mystery Texture Bag." Blindfold students and have them feel a variety of textured fabrics. Discuss:
  - how the fabric feels
  - would they wear it? Why or why not?
  - what type of clothing would they use it for?
  - visualize the effects of the fabric texture on the wearer.
- Have a "colour workshop" in which teacher provides sets of coloured fabrics for students to drape around their faces to see the effects of different colours next to the skin.
- Using catalogues or magazines, students choose garments suitable to their colouring and figure type to practise application of the elements of design to clothing choices.
- Students prepare a brief outline of fabric types, colours and clothing styles that are flattering. Based on this, they suggest two or three project choices.

**Objective 3:** *The student will be able to manage construction of a project*

- *plan according to skills, available time and money*
- *practise basic sewing techniques and the use of a simple commercial pattern*
- *make appropriate decisions and solve problems*
- *evaluate project, management plan, and satisfaction.*

Choose from:

Project

- a) From a teacher approved selection of patterns, students select a pattern and plan fabric choice. If possible, plan a field trip to buy fabric. Project selection should include consideration of:
  - elements of design
  - time available
  - present skill level
  - new skills to be learned
  - cost.
- b) Discuss what is "success" in a sewn project from both teacher and student viewpoint. Considerations for student might include:
  - am I pleased with the finished project?
  - will I wear it/use it?
  - did I learn some new skills?Considerations for teacher might include:
  - standards of construction
  - new skills learned
  - attitude and work habits, etc.
- c) Student makes a management plan for project (see Sewing II).
- d) On the basis of the above, students evaluate their projects.
- e) Student designs a care label for garment.

Evaluation is a continuous and integral part of this module. Evaluation strategies should be developed from the objectives for this module listed in the Junior High Home Economics Curriculum Guide, 1987. Refer to chapter five in this manual.

AUTHORIZED LEARNING RESOURCES

1. Basic

Creative Living. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1985, Chapters 51, 52, 53.

2. Recommended

Creative Living, Teacher's Resource Book. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1986, pp. 94-100.

Creative Living, Teacher's Annotated Edition. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1985, pp. 80-84.



## Sports Gear Level II

### Suggested Teaching/Learning Strategies

- Objective 1:** *The student will be able to assess sports gear according to quality of construction, fibre content, fabric finish, durability, comfort, functionality and care required*
- *understand the contribution of these characteristics to performance of and satisfaction with sports gear.*

Choose from:

### Characteristics of Sports Gear

- Field trip to a sporting or camping goods store to compare various types of sports gear such as:
  - fabric types
  - fabric finishes
  - design suitability
  - durability
  - price, etc.
  - care required.
- Following a field trip, as described above, or after reading various sportswear articles or advertisements, list the names of textiles being used for sports or outdoor wear. List qualities exhibited by these textiles.
- Guest speaker from the physical education department to demonstrate and talk about qualities to look for in sports equipment; i.e., shoes, socks, track suits, outerwear.

- Objective 2:** *The student will be able to identify functional textiles and clothing for particular sporting and recreational activities.*

Choose from:

- From pictures of sporting activities, discuss the clothing needs and performance demands of the equipment involved.
- Bring in a "sackful" of clothes containing items for different purposes (i.e., earmuffs, bathing cap, sweatband, toque). Discuss the function, durability and design of each item for a particular sport.

- Objective 3:** *The student will be able to manage construction of a sports gear item(s)*
- *plan (make decisions, solve problems, analyze) according to skills, available time and money, and needs*
  - *practise appropriate sewing techniques and use of simple pattern or kit*
  - *evaluate project and management plan.*

Choose from:

Examples of projects students could choose from:

- |                       |                        |
|-----------------------|------------------------|
| - ski vest kit        | - tennis racquet cover |
| - hollofil booties    | - golf club covers     |
| - kite                | - ski boot bags        |
| - duffle/sports bag   | - mitts                |
| - tool kits for bikes | - T-shirt, sweat shirt |
| - sweat pants         |                        |

Evaluation is a continuous and integral part of this module. Evaluation strategies should be developed from the objectives for this module listed in the Junior High Home Economics Curriculum Guide, 1987. Refer to chapter five in this manual.

#### AUTHORIZED LEARNING RESOURCES

1. Basic

Creative Living. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1985, p. 368 "Clothes and Comfort"; p. 369 "Why Do People Wear Clothes? Protection", Chapter 54, pp. 400-403, Chapters 57-62.

2. Recommended

Creative Living, Teacher's Resource Book. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1986, pp. 188-189, "Zippered Duffle".

Creative Living, Teacher's Annotated Edition. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1985, pp. 84-85, 88-96.

#### ADDITIONAL SOURCES

Sporting magazines.

Newspaper articles, advertisements.

### LEVEL III: FAMILY STUDIES

#### Challenges and Choices Level III Compulsory

#### Suggested Teaching/Learning Strategies

**Objective 1:** *The student will be able to define the stages of individual and family life cycles and examine physical, emotional, and social changes that may occur.*

Choose from:

- a) Have students briefly research one stage listed under the individual life cycle and present the main characteristics to the class.
- b) Field trip to senior citizens' lodge or other facility, or day-care centre. Subsequent evaluation of facility for its occupants in terms of satisfaction of needs and wants at the particular life cycle stage.
- c) Videotape and show an episode of a situation comedy depicting family life. Analyze in terms of accuracy in real life and how appropriately the problems were dealt with. What problem solving steps were involved?  
Alternatively, have students view at home one or more TV sit-coms one week - then briefly state plot line for ease of recall and discuss each briefly in class according to established criteria.
- d) Have students prepare an individual time line which identifies the life changes (positive and negative) the student has experienced thus far. Identify the predictable and unpredictable changes.

**Objective 2:** *The student will be able to identify and practise skills and criteria associated with responsible decision making, problem solving and evaluating as they relate to life's changes.*

Choose from:

- a) Divide the class into groups of five. Each group is given eight pieces of gum in different flavours. They are then given five minutes to divide the gum. No one is to eat the gum until all participants are back in the large group.
  - Each person tells the decision they wanted their group to make.
  - How did your group divide the gum? How did you reach that decision?
  - Is everyone in the group satisfied that the solution was fair? If not, what solution would you have preferred?
  - Who was the leader of your group? How did that person become leader?
  - Were you more concerned with getting the most gum possible or in getting the flavour of your choice?
  - How would you feel if you didn't get the flavour of your choice?
  - If you did get what you wanted, how did you get it?

- b) The teacher sets up a "pretend" situation in which there are two free tickets to a rock concert. Who, in the class, should go? How does the class decide? The result should be a free and open discussion of how the class decides on a way to choose. Students can recommend themselves or someone else to receive the tickets.
- c) Each student gives reasons why he or she should get the tickets. If the rock concert is not appropriate, use another event such as sports, ice capades, movies. Discuss:
  - how was the choice finally made?
  - who was instrumental in making the decision? What was your role?
  - are you satisfied with the decision? If you do not agree with a group decision, what can you do about it, or do you know?
  - did you want to recommend yourself but were too embarrassed?
- d) Provide individual students with an imaginary sum of money, such as \$1,000, without any discussion. Ask them to write down how they would use the money. Now divide the class into groups and give each group a sum of money. Have the groups decide how to use it. Note the difference between how an individual student would use money and the groups' decisions as to spending it.
- e) Suppose you have to make a decision about what to do next summer. These are the choices you have: 1) work at two different paying jobs, 2) take only one of the two jobs, 3) go to summer school, 4) work as a volunteer at the hospital, 5) do nothing.
- f) For each of these alternatives, list all the factors you can think of that would help you decide to make a particular choice for the summer. Also, list some of the consequences of each decision.
- g) Brainstorm a list of long-range goals which students have. Then select one long-range goal and establish some short-range goals useful to achieving it.
- h) Individually, students list ten to twenty things they like to do. Categorize the items according to:
  - things I do alone
  - things I do with my family
  - things I do with friends
  - things that are free
  - things that cost money.Discuss what the items and categories might reflect about one's values. Define values, goals and needs.
- i) Students do values clarification activities.
- j) Design a family crest or ring using a simple picture to represent a value for each family member.
- k) Students view films, available through AADAC, regarding decisions and decision making.
- l) Have students make a list of responsibilities they think a person their age should have. Are they responsible for all of these areas? Do they have fewer or more responsibilities than these? Discuss.
- m) For further study:
  - ask students to read a newspaper article that describes a major political, social or economic decision made by the Premier, Prime Minister or other major political figure.
  - ask students to clip the article and write two paragraphs explaining how the decision affects all citizens of the province or country.
    - e.g., Decisions of the Food and Drug Directorate or Health and Welfare Canada.
    - Decisions regarding the food industry; e.g., fisheries.
    - Free trade vs. protectionism for Canadian clothing manufacturers, etc.



*Objective 3: The student will be able to plan and select appropriate alternatives of action in response to real and/or hypothetical life situations.*

Choose from:

- a) Have guest speaker talk to class about blindness or other physical handicap.
- b) Break class up into lab groups they are unfamiliar with. Assign each person a physical handicap that can be simulated in a classroom situation. Each student should have a clear idea about his or her handicap. Assign each grouping of three or four students a luncheon to prepare. Students will have to practise group decision-making skills to arrive at a menu plan, grocery list and subsequent division of labour in order to complete the task. A lab situation should follow including an assessment about whether or not the simulated handicap increased their awareness of the limitations a physical handicap places on individuals and families.
- c) Have students research resources in the community available for individuals or families requiring help in various areas - family stress, drinking problems, specific physical handicaps, mental illness, etc.
- d) Have students compile a list of agencies and individuals available to them if they required assistance in some way.
- e) Have students make up a personal resource list; i.e., resources they possess or have available to them for decision making, problem solving, or generally helping them to achieve their goals.
- f) Students could tour a store specializing in items to aid physically handicapped persons. They could make up a list of clothing items that would be easy to alter for a specific handicap and others that would be more difficult. A project could be undertaken to alter some clothing items. Completed projects could be donated to local hospitals or appropriate agencies.

*Objective 4: The student will be able to evaluate selected course of action according to student/teacher developed criteria which could include effective use of available resources, satisfactory outcome, and list of possible changes in approach to a subsequent situation.*

Students evaluate actions relating to activities per *Objective 3*.

Evaluation is a continuous and integral part of this module. Evaluation strategies should be developed from the objectives for this module listed in the Junior High Home Economics Curriculum Guide, 1987. Refer to chapter five in this manual.

#### AUTHORIZED LEARNING RESOURCES

1. Basic

Creative Living. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1985, Chapters 1, 2, 4, 5, 6, 7, 8, 9, 10, 15, 16, 24, 25, 26.

2. Recommended

Creative Living, Teacher's Resource Book. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1986, pp. 44-54.

Creative Living, Teacher's Annotated Edition. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1985, pp. 19-21, 22-30, 35-37, 46-49.

ADDITIONAL SOURCES

AADAC

Community hospitals.

Rehabilitation hospitals.

Senior citizen homes and lodges.

Day-care facilities.

Home care facilities.

Supply store for the handicapped.

Schools or classes for the handicapped.

School counselor.

Victim of handicap/tragedy/illness.

Senior citizens.

Some centres have citizen advocacy groups.

## Personal Money Management Level III

### Suggested Teaching/Learning Strategies

**Objective 1:** *The student will be able to identify alternative resources for meeting goals*

- *differentiate between human and non-human resources*
- *consider the interchangeability of resources in making decisions.*

Choose from:

- a) Students brainstorm to list as many human and non-human resources they can think of:
  - discuss ways these resources are limited
  - discuss which resources are interchangeable.
- b) Students think of all the ways they can earn money, considering time, energy, skills, community resources, and so on.
- c) Class prepares a bulletin board illustrating ways of using human resources to save money; i.e., preparing food, repairing own bicycle, recycling clothes.
- d) Identify a task in the school or community that can be done using student resources; i.e., pre-schoolers' picnic, fund raising event for school. Organize, advertise, carry out and evaluate project. Discuss what was learned about managing resources.
- e) Using the resources of the home economics lab, the community (supermarket, newspaper ads) and their own human resources, student groups plan, shop for and prepare a simple "one-dish" meal. Keep a record of costs, total time required for preparation (including shopping) and quality of final product. The group with the "best" overall management could receive a "certificate".

**Objective 2:** *The student will be able to demonstrate consumer skills*

- *compare consumer information sources*
- *understand consumer rights and responsibilities in the marketplace*
- *evaluate various forms of money for personal use.*

Choose from:

- a) Collect an assortment of advertisements. List specific information about products and services found in the ad. Identify the appeals made and the intended audience.
- b) Evaluate a TV or newspaper ad, using the following questions:
  - Why did you choose this ad?
  - What did you like/dislike about the ad?
  - How did the ad make you want to buy the product?
  - Is the above question a good reason to buy the product?
  - Do you think the product would cost the same in all stores?
  - Would it be good or bad for you?
  - Do you need the product? Why/why not?
  - Did you learn anything new about this product from the ad?
  - Test and evaluate the product.



- c) Prepare a list of advertising slogans. Ask the students to try to identify the product. Discuss this in relation to the impact of advertising on our subconscious or conscious thought.
- d) Working in groups, compose an ad to sell a product such as:
  - a seemingly useless item; e.g., a piece of knotted string.
  - an imaginary item; e.g., a package of GLUM.
  - a real item no longer used; e.g., a suit of armour.
- e) Students compare the guarantees and warranties that come with various items. Discuss their importance in making good shopping decisions.
- f) Invite a local merchant to discuss consumer rights and responsibilities.
- g) Students write a letter of complaint or role play ways of making customer complaints as well as showing appreciation for good service. Consider agencies available for help.
- h) Field trip to a local bank, trust company, credit union, or Treasury Branch.
- i) Guest speaker. Banker to discuss money forms and advantages and disadvantages.
- j) Students list all the forms of "money" they can think of. Discuss the advantages and disadvantages of each. Students analyze which forms are best for them now and provide a rationale for their choice. Students could role play case studies or situations that exemplify the "advantages" and "disadvantages".
- k) For further study, students may want to research topics related to money; i.e., savings, loans, types of bank accounts.

*Objective 3: The student will be able to demonstrate money management practices consistent with individual goals and values*

- *prepare a budget or money management plan*
- *demonstrate the use of a budget in reaching a consumer goal*
- *evaluate decisions related to the budget plan.*

*Objective 4: The student will be able to demonstrate money management skills through the process of making decisions, solving problems and analyzing.*

Choose from:

- a) Students browse through a catalogue and list ten items they would like and their price. List the items in order of personal preference. If they had \$100 to spend, which items would they buy? Discuss in terms of goals and values.
- b) Present several situations in which students must plan and prepare a budget; e.g., Tracy wants to make sure that she has enough money to buy a new pair of skis at the end of the month. The skis cost \$100.00. She works part time at a hamburger restaurant and makes \$22.50 per week. She also babysits for her neighbours every Tuesday night for \$3.00. She already has \$60.00 in savings. From her income, Tracy must repay her father \$5.00 every week to repay the loan he gave her to buy a 10-speed bike.
  - Her other expenses include:
    - i. about \$15.00 per month for clothes
    - ii. school lunches - about \$1.20 per day
    - iii. \$2.00 for dance club fees per month
    - iv. personal items - \$8.00 per month
    - v. miscellaneous - \$15.00 per month.
  - Figure out Tracy's budget.
  - Will Tracy have enough money to buy the skis at the end of the month?
  - If not, how much more will she need?
  - How could she best revise her budget to get this amount?

- c) Students select an item such as a bicycle, sewing machine, etc. Research the various ways the item might be paid for; i.e., cash, credit, loan. Discuss the advantages and disadvantages of each.
- d) Have the students collect advertisements which include the option of credit use. Have them identify the appeal or "sales pitch" to persuade the consumer to use the credit option or to take out a loan or use credit in some other way. Discuss the advantages or disadvantages of credit.
- e) Invite a guest speaker to discuss fraudulent schemes.
- f) Students choose a fairly expensive item they might consider buying; i.e., stereo. Visit different types of stores in the community to compare prices, features and services. Decide where they would buy the item. Why?  
After this exercise, research publications for information on the item. Would their choice change as a result?
- g) Analyze whether knowledge and attitudes toward money and money management have changed compared to attitudes prior to completing this module.

Evaluation is a continuous and integral part of this module. Evaluation strategies should be developed from the objectives for this module listed in the Junior High Home Economics Curriculum Guide, 1987. Refer to chapter five of this manual.

#### AUTHORIZED LEARNING RESOURCES

1. Basic

Creative Living. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1985, Unit 3, "Managing and Buying", pp. 171-243.

2. Recommended

Creative Living, Teacher's Resource Book. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1986, pp. 44-62.

Creative Living, Teacher's Annotated Edition. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1985, pp. 46-58.

#### ADDITIONAL SOURCES

Local banks, treasury branches, and credit unions (personnel and publications).  
Alberta Department of Consumer and Corporate Affairs.

## Living Space III Level III

### Suggested Teaching/Learning Strategies

**Objective 1:** *The student will be able to examine available choices of living space*

- *differentiate between needs and wants*
- *list restrictions associated with any given choice of living space.*

Choose from:

- a) Discuss the difference between "house" and "home".
- b) Brainstorm "needs" in living spaces as opposed to "wants" in living spaces.
- c) Prepare a collage depicting a variety of living space available in (i) Canada or (ii) the world.
- d) Guest speaker - someone who has traveled to other countries or is from another country to discuss shelter in other parts of the world.
- e) Ask students to brainstorm the possibilities for living space that they have seen, read about or heard about. This does not have to be limited to Alberta but, rather, it could extend to a global perspective.
- f) Make a list of living space alternatives in the community and list advantages and disadvantages of each.

**Objective 2:** *The student will be able to describe procedures or practices that contribute to a well managed home, including sanitation, basic maintenance, safety, and daily energy conservation.*

Choose from:

- a) Describe daily, weekly and seasonal chores that need to be done in most homes.
- b) Assign a maintenance lab which can be carried out in the students' homes. Students can be responsible for specific maintenance activities and be evaluated by the parents or guardians.
- c) Conduct a survey to discover:
  - unusual ways people have found to make housekeeping easier
  - the family method of assigning cleaning tasks to its members. Evaluate the results of the survey.
- d) Conduct a "make it easy on yourself" clinic. List jobs and responsibilities you have at home. Working alone or in a team of two, demonstrate the easiest way to do selected jobs. After each demonstration, try to think of as many other ways to do it as possible.
- e) Review basic home style. Each student or students working in groups could prepare a presentation on some aspect of safety.
- f) Guest speaker on safety; e.g., fire department.
- g) Discuss how maintenance repair and replacement can prevent accidents in the home.

- h) Students prepare a checklist to evaluate effective energy conservation practices. Complete evaluation at home and return it to class. Evaluate your family's energy conservation practices.
- i) Guest speaker from a local utility company to talk about energy conservation.
- j) Set up a lab situation to include repairing frayed electrical cords, replacing light switches, changing light bulbs, hanging simple (drapery) curtain rods, hanging pictures, replacing fuses (in fuse boxes or stoves), correcting a tripped breaker switch, etc. (People in the community could be contacted to act as a resource with this activity.)

**Objective 3:** *The student will be able to demonstrate decision making, problem solving and analyzing by interpreting the basic elements and principles of design as they apply to aesthetics in the home, and complete a related project.*

Choose from:

- a) To review elements of design and provide practice in application of principles of design - students analyze pictures of rooms for the elements and principles of design as well as general appeal and aesthetics.
- b) Students list possible accessories for a bedroom (or other room) and explain how different accessories can be used to personalize and give flair to a room.
- c) Discuss: How can one change the look in a bedroom using as little money as possible?
- d) Students make an accessory commensurate with their skill level; e.g., small silk flower arrangement, cushion, locker organizer, wall hanging, mobile. Plan the accessory, decide what skills and information are required, make a time schedule. Evaluate management of project and satisfaction with results.

**Note:** The projects in this module could be planned in conjunction with Special Purpose Sewing, Level III (presuming prerequisites are met).

Evaluation is a continuous and integral part of this module. Evaluation strategies should be developed from the objectives in this module listed in the Junior High Home Economics Curriculum Guide, 1987. Refer to chapter five of this manual.

#### AUTHORIZED LEARNING RESOURCES

1. Basic

Creative Living. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1985, Unit Six, Chapters 65-72.

2. Recommended

Creative Living, Teacher's Resource Book. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1986, pp. 118, 120, 121, 123, 125-128; projects pp. 187-188, 190-191.

Creative Living, Teacher's Annotated Edition. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1985, pp. 99-109.



#### ADDITIONAL SOURCES

Energy, Mines and Resources Canada.  
Local utility companies.  
Alberta Consumer and Corporate Affairs.  
Local fire department.

### LEVEL III: FOOD STUDIES

#### Foods III Level III Compulsory

#### Suggested Teaching/Learning Strategies

**Objective 1:** *The student will be able to demonstrate an understanding of safety, hygiene and management in food preparation.*

Choose from:

- a) Review safety and kitchen management.
- b) Discuss causes of food contamination; i.e., poor personal hygiene, improper storage.
- c) Discuss the symptoms of food borne illnesses.
- d) Conduct experiments to determine the best storage method for a variety of foods. Place foods in different storage conditions and observe them at regular intervals. Students make food storage rules as a result of their research and observations.

**Objective 2:** *The student will be able to describe how social and psychological factors influence food choices.*

Choose from:

- a) Students brainstorm for reasons why we eat; i.e., loneliness, sociability.
- b) Discuss how food habits are affected by social and psychological factors.
- c) Prepare a food appropriate to a given case study situation to demonstrate how choice of food was made based on social or psychological factors. In planning, list the factors the choice was based on and why it was appropriate.

**Objective 3:** *The student will be able to list the sources and functions of food nutrients*

- review Canada's Food Guide
- prepare a variety of food products in a manner best suited to preserving nutrients.

Choose from:

- a) Considering good nutrition as one of the reasons why we eat, relate the six major nutrients to their functions.
- b) Discuss how nutrition affects physical and emotional health.
- c) Have a successful high school athlete visit the class to discuss his or her eating philosophy and diet for nutrient content.



- d) Conduct chemical experiments to detect presence of "leader nutrients" in foods.
- e) Prepare a variety of food products that are sources of major nutrients.

Students research foods containing good sources of the six major nutrients. Students determine best preparation method for each of the foods chosen considering nutrient retention. Choose appropriate recipes and prepare. Evaluate.

**Objective 4:** *The student will be able to describe the balance required between food intake and energy expenditure*

- *analyze personal eating habits*
- *prepare food/meals related to weight control.*

Choose from:

- a) Introduce kilojoules by relating energy intake to activities.
- b) Given a variety of meal patterns, compare the kilojoules and nutrients supplied; i.e., fast food meals, popular weight loss diets.
- c) Students calculate personal kilojoules required then analyze one day's food intake for energy value. Evaluate.
- d) Students analyze three days meals using a nutritional computer program. Evaluate food intake. State what part of diet is satisfactory and what needs to be changed or improved on.
- e) Have students prepare a buffet based on low kilojoule recipes. Evaluate dishes as to taste, nutrition, cost, etc.

**Objective 5:** *The student will be able to make decisions, solve problems, and evaluate food choices and preparation alternatives most effective in a given situation.*

Choose from:

- a) Given various case study situations, students evaluate whether nutritional and (kilojoule) energy requirement are being met.
- b) Students evaluate various "fad" diets for nutritional adequacy. (A computer program could expedite this activity.)
- c) Students make a "Junior High Handbook" on Food Choices. It could include factual information on common foods and corresponding kilojoule value, estimated energy expenditures based on body type and activity, and a section on preparation of "easy to make" menus (including guidelines and recipes). Information on 'fad' diets could also be included. It could be distributed in various ways to the other students in the school. For example:
  - at cost from food studies classroom
  - via a "home economics table" at a school function
  - as promotional literature from the home economics classrooms during career days, etc.

Evaluation is a continuous and integral part of this module. Evaluation strategies should be developed from the objectives for this module listed in the Junior High Home Economics Curriculum Guide, 1987. Refer to chapter five of this manual.

AUTHORIZED LEARNING RESOURCES

1. Basic

Creative Living. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1985, Chapters 34-37, 39-40, 43-48.

2. Recommended

Creative Living, Teacher's Resource Book. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1986, pp. 74, 80-81.

Creative Living, Teacher's Annotated Edition. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1985, pp. 59-64, 66-68, 70-76.

ADDITIONAL SOURCES

- Health and Welfare Canada.
- Health Protection Branch, Alberta.
- Diets from popular literature.

## Making Meals Level III

### Suggested Teaching/Learning Strategies

It is intended that this module allow students to develop basic food preparation skills further through preparing foods and meals.

*Objective 1: The student will be able to list various factors contributing to successful meal planning.*

Choose from:

- a) Introduce meal planning by using pictures, charts or food modules to illustrate:
  - socialization - families or friends enjoying a meal
  - management (time, energy, skills) meal patterns using many different dishes (foods) vs. one-dish meal (skill level required could be emphasized here)
  - aesthetics (colour, texture, temperature); contrast meals that vary these factors with meals that don't. Analyze
  - nutrition - compare balanced meals with ones that aren't balanced.
- b) Brainstorm and discuss factors involved when planning a meal:
  - nutrition
  - food choices
  - aesthetics
  - management
  - socialization
  - cost.
- c) Discuss:
  - What is a traditional meal in your home?
  - How does our cultural background affect our meal patterns?
  - How many students eat three meals a day at home?
  - How are meal patterns changing? Why?

*Objective 2: The student will be able to appreciate the importance of consumer skills in economic meal planning.*

Choose from:

- a) Discuss or use a case study to illustrate consumer skills as related to meal planning:
  - comparative shopping
  - food storage
  - labels and grades
  - food costs.

- b) Students collect a variety of newspaper advertisements sponsored by food stores. Analyze how many items per ad are actually "food" items. Analyze whether it would be possible to plan a week's meals around the ad. How many of the items are actually "on sale" (i.e., at a reduced price) and how many are simply being advertised at the regular price?
- c) Field trip to a local grocery store to compare prices of various grades of specified food items, house brands vs. brand names, etc. Is there a saving? How would this information be used to plan economic meals?
- d) Students (in groups) prepare the same menu. Planning, shopping and storage of food should be documented. Determine the meal's cost. The goal would be to see which group could prepare the lowest cost meal. Quality of meal would also be evaluated. Each group shares its "consumer skills" with the class.

*Objective 3: The student will be able to demonstrate ability to prepare different types of meals considering different life situations and available resources*

- *analyze the appropriate components of successful meal planning*
- *make appropriate decisions and solve problems*
- *evaluate the satisfaction of the meal plan and the quality of the meal.*

Choose from:

- a) Students plan and prepare one or more meals (traditional meal, as defined within their family), one-dish meal, meal using a meat alternative, or a meal that could be made in 40-minutes or less. It is expected that students will learn new techniques and use all four food groups.  
One method might be to provide students with several menu choices from which they are to choose one. Within this menu will be several specific techniques which may have to be taught and demonstrated separately. Nutritional needs should be considered.
- b) Students could also plan meals given specific case study situations. Students would document the planning components of the meal addressed, how they made decisions and solved problems. The meal preparation should be evaluated from the initial planning through to final clean-up. Analyze meal planning factors, consumer skills, and preparation skills. See chapter five for sample evaluation materials.

Evaluation is a continuous and integral part of this module. Evaluation strategies should be developed from the objectives for this module listed in the Junior High Home Economics Curriculum Guide, 1987. Refer to chapter five of this manual.

## Sample Evaluation for Making Meals

### OBJECTIVE 3

Module: Making Meals, Level III

Group (Kitchen #, etc.): \_\_\_\_\_

Names: \_\_\_\_\_

\_\_\_\_\_

Case study situation:

Factors to consider when planning a meal suitable to the above situation:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

How did the group make decisions and solve problems relating to the case study situation when planning the meal? Discuss specific factors and how the group used the management process to address each factor.

Menu

Food order (see other sample forms)

Evaluation – (Questions students can ask themselves and record responses)

1. Was the planning realistic for the situation?
2. Did skills in meal planning, consumerism and food preparation increase?
3. Were kitchen duties shared?
4. Did the meal meet criteria established for this project?
5. Did the group exhibit good budgeting practices, meal preparation skills, clean-up skills, and time management skills?
6. What could be improved upon another time?



### AUTHORIZED LEARNING RESOURCES

1. Basic

Creative Living. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1985, Chapters 39, 40, 41, 42, 43, 49; review chapters 46 and 47.

2. Recommended

Creative Living, Teacher's Resource Book. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1986, pp. 76, 79, 85.

Creative Living, Teacher's Annotated Edition. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1985, pp. 66-71, 73-78.

### ADDITIONAL SOURCES

Local newspaper, fliers.  
Local grocery stores.



## Cultural Foods Level III

### Suggested Teaching/Learning Strategies

**Objective 1:** *The student will be able to understand the various influences on meal patterns across Canada and in other countries and cultures.*

Choose from:

- a) Students and teacher share some experiences about food, gained from travel, friends from other parts of Canada, and other countries and cultures.
- b) Brainstorm or show a film to introduce factors that influence food choices and meal patterns in other parts of Canada and other countries (religion, climate, cooking facilities, type of food locally available).
- c) Invite community members of various religious and ethnic backgrounds to come and demonstrate family and/or religious/ethnic foods.
- d) Students research foods naturally available in their community or a nearby area. Plan and prepare a meal using only these local foods. Analyze how a "traditional" meal of 100 years or more ago would differ from now. What foods were utilized then that are less used now?

**Objective 2:** *The student will be able to prepare and evaluate ethnic/religious foods and simple meals*

- *compare similarities and differences in ethnic/religious foods and meal patterns from various countries or areas of the world.*

Choose from:

- a) Students investigate their own family food traditions. Practise a simple recipe at home and then present it to the class, describing techniques they learned while preparing the food.
- b) Groups of students research the customs and food of an ethnic or religious group in their community or from books. Choose a recipe, practise it, and demonstrate it to the class. All sample. Group may supplement the demonstration with charts, artifacts and clothes of the group. Students may compile a cookbook. Analyze the foods associated with the group or culture chosen to suggest why the food and the preparation techniques are used.
- c) Groups of students prepare food items from various countries to illustrate foods that are similar yet have been altered to meet regional needs. Analyze what is different and what is the same. What nutritional value does this food have? Is it an economical food in the country of origin (i.e., Italy - ravioli, China - egg rolls, Ukraine - pyrogies)? Here? What food preparation techniques were learned? Would student prepare such food again? Why or why not?
- d) Students might arrange to sample a variety of foods in a local restaurant specializing in food from a particular area of the world. Evaluate foods not tasted before.

Module: Cultural Foods  
Level III

Student Name(s)

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Menu Plan and Meal Preparation

1. Brief description of the culture or religion to which this menu relates to:

2. Menu:

3.(a) Food order (see examples of food order forms, pp.53-55):

3.(b) Estimated cost:

4. Shopping plan (if applicable):

- Where will you have to shop to find some of the unusual items (if any)?

5. Preparation plan:

- Include a time plan and breakdown of duties for each member of group.

6. Analysis and evaluation:

- Was the planning adequate and useful when the actual meal was prepared?
- Were the preparation skills of the group members adequate?  
Did you learn some new skills? If so, please list.
- Evaluate clean-up and kitchen management.
- Was the meal successful? Would you make the food again? Why or why not?

Evaluate the meal according to:

- quality of the food prepared
- aesthetics of the food and the presentation of the food.

What did you enjoy most about this meal?

*Objective 3: The student will be able to integrate knowledge, attitudes, and skills associated with food preparation in this module with decision-making, problem-solving and analyzing skills, to make more effective, satisfying and varied food choices.*

Choose from:

- a) Students prepare various vegetarian meals that are nutritionally balanced. Evaluate meal planning, management of project, cost, enjoyment of meal and application to daily meal planning.
- b) Plan a menu for a meal utilizing religious or ethnic foods you have not made before. Make a plan including shopping, preparation, estimated cost and time required. Make the meal and evaluate planning, preparation, clean-up and final product. Would you make this food again? Why or why not? See chapter five for evaluation example.

Evaluation is a continuous and integral part of this module. Evaluation strategies should be developed from the objectives for this module listed in the Junior High Home Economics Curriculum Guide, 1987. Refer to chapter five of this manual.

#### AUTHORIZED LEARNING RESOURCES

1. Basic

Creative Living. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1985, pp. 248-252; "A Taste of Ethnic Foods" p. 346.

2. Recommended

Creative Living, Teacher's Annotated Edition. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1985, pp. 59-60, 76-77.

#### ADDITIONAL SOURCES

Libraries.  
Museums.  
Foreign food cookbooks.

## LEVEL III: CLOTHING AND TEXTILES STUDIES

### Sewing III Level III Compulsory

#### Suggested Teaching/Learning Strategies

**Objective 1:** *The student will be able to demonstrate safe practice in use of sewing and pressing equipment.*

Choose from:

- a) Students give quick demonstrations of safe procedures when using applicable sewing and pressing equipment used before.
- b) Teacher demonstration of safety procedures on new equipment.

**Objective 2:** *The student will be able to describe textile and garment labelling*  
– *apply this understanding to demonstrate appropriate care of clothing*  
– *examine cleaning, pressing, and maintenance procedures for various fabrics.*

Choose from:

- a) Game to familiarize students with textile care symbols ("Label Game" or teacher-made game).
- b) Students analyze the fibre content of their clothes. List the fibres found and research the care required for each. How is the care required altered when different fibres are blended?  
Bring in several household and clothing items with labels and discuss the information found on each label. Discuss the cleaning, pressing and maintenance required.
- c) Students "make" a label for a given item of clothing in order to become familiar with clothing care symbols.
- d) In addition to the fibres researched in "b", fabric samples and applicable care requirements for other textiles, the student is likely to require information on what could be researched; e.g., metallics or other currently used fibres, fabrics.
- e) Set up a bulletin board of fabrics common to items in students' wardrobes. Students squeeze and feel fabrics to determine some of their characteristics.
- f) Have a "Wrecked Clothes Day" where students bring in a garment that has been ruined through improper care. Discuss what went wrong and what should have been done.
- g) Field trip to a dry cleaners or to the Textile Analysis Service (University of Alberta) to observe clothing care techniques.
- h) Set up a family wash situation using actual clothing or labelled paper garments for students to practise sorting, need for special treatment, etc.
- i) Teacher or student demonstration of pressing and ironing garments.



- Objective 3:** *The student will be able to construct a project using a commercial pattern*
- *demonstrate ability in basic construction techniques and use of pattern*
  - *practise advanced construction techniques*
  - *develop and follow a management plan in construction of project*
  - *evaluate quality of completed project.*

Choose from:

- a) Students sew an appropriate project geared to their particular skill level.
  - new skills should be taught as needed
  - help students to be conscious of time management by using self-made progress sheets or management plan (see Sewing I)
  - students should be involved in the evaluation of their project and be able to explain why they chose their particular fabric.
- b) Students create a care label for their finished (garment) project.

- Objective 4:** *The student will be able to apply decision-making, problem-solving and analyzing skills during the construction of a sewing project.*

Choose from:

- a) Bring several similar garments (i.e., T-shirts, jogging suits) for students to examine. Students try to decide which articles within a group:
  - shrinks the most
  - is the most expensive
  - is the best buy
  - stores offer the best price.
- b) Construction project (Objective 3) should provide an opportunity for the student to practise decision making, problem solving and analyzing.
- c) Students compare a store bought garment with the one constructed. Evaluate construction, fibre content, cost.
- d) Set up a family wash situation using actual clothing or labelled paper garments for students to practise sorting, need for special treatment, etc.

**Evaluation** is a continuous and integral part of this module. Evaluation strategies should be developed from the objectives for this module listed in the Junior High Home Economics Curriculum Guide, 1987. Refer to chapter five of this manual.



#### AUTHORIZED LEARNING RESOURCES

1. Basic

Creative Living. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1985, Chapter 54, Know Your Garments, pp. 401-402; Chapters 57-62.

2. Recommended

Creative Living, Teacher's Resource Book. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1986, pp. 98, 108-109, 193-212.

Creative Living, Teacher's Annotated Edition. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1985, pp. 84-85, 88-96.

#### ADDITIONAL SOURCES

Local drycleaners.

Alberta Consumer and Corporate Affairs.

Textile Analysis Service, University of Alberta, Edmonton.



### Clothing III Level III

#### Suggested Teaching/Learning Strategies

**Objective 1:** *The student will be able to analyze present wardrobe*

- *distinguish between needs and wants*
- *apply knowledge of elements of design to wardrobe planning*
- *establish short- and long-term plans*
- *redesign or recycle clothes.*

Choose from:

- a) Brainstorm for factors to be considered in wardrobe planning; i.e., activities, climate, cost  
– students may do a wardrobe inventory.
- b) Students list items they consider to be "needs" in a wardrobe and items they consider "wants". Keep lists anonymous. Exchange lists. Do students agree with new lists they are given? Discuss.
- c) Using pattern books and magazines, students choose eight basic wardrobe items (do not include outerwear or accessories) in a limited colour range (three colours). Students see how many mix-and-match combinations they can develop using the basic eight. Mount on construction paper and display.
- d) Students plan guidelines for future wardrobe purchases based on the elements of design and their short- and long-term wardrobe plans.
- e) Determine whether some clothes in present wardrobe should be recycled or redesigned. Discuss uses for recycled clothes. Redesign some item in your wardrobe or an item discarded by someone else (mother, father, sister, brother, friend). Complete the construction required to redesign the garment. Evaluate. Was the time and effort worth the result? Why or why not?
- f) Field trip to clothes recycling or resale shop. How does the shop function? Evaluate savings and advantages/disadvantages of the shop. What criteria does the shop owner use when accepting clothes for resale?

**Objective 2:** *The student will be able to demonstrate skills in purchasing clothes*

- *identify quality features in fit, construction, and fabric*
- *understand information provided on labels and hang tags*
- *analyze advantages and disadvantages of available competitive clothing outlets*
- *understand consumer rights and responsibilities.*

Choose from:

- a) From a selected group of similar items, identify quality of fit, construction, and fabric for each (e.g., three pairs of pants, three blouses, three sweat shirts or jogging pants, three dresses).
- b) Interpret information on labels in these garments. If the student has access to some hang tags from garments these could be evaluated for information provided.  
or  
Teacher could set up a display of hang tags. Students evaluate which ones provide information useful to consumer.
- c) Student compares the clothing outlets from which they purchase clothes. Are these stores competitors? What are the advantages and disadvantages of each (returns policy, variety of clothing, quality of clothing, qualified and helpful sales staff)?
- d) Role-play situations that might occur between customers and sales clerks; i.e., purchasing and returning clothing.
- e) Students discuss situations that have happened to them in the marketplace
  - discuss consumer rights and responsibilities.

*Objective 3: The student will be able to construct a garment using a commercial pattern*

- *demonstrate ability in basic construction techniques and use of pattern*
- *practise advanced construction techniques*
- *develop and follow a management plan in construction of garment*
- *compare quality, cost, and satisfaction of constructed garment with ready-made garment.*

Choose from:

- a) Students make a management plan for project (see Sewing I). Plan should include an analysis of how project will fit into wardrobe plan. What sewing skills does the student have now and what will be needed to know how to construct garment? Is this realistic? Make a timeplan.
  - Students take body measurements to determine correct pattern size and figure type.
- b) From a limited selection (selection will be based on student abilities and experience with the intention of increasing skill level) students choose a pattern that takes into consideration how garment will fit into their present wardrobe.
- c) Teacher demonstrates simple alterations; i.e., lengthening, shortening, widening, narrowing.
  - students make necessary alterations.
- d) Garment construction.
- e) Evaluate management plan. Was project a success?
- f) Make a care label for garment.

Evaluation is a continuous and integral part of this module. Evaluation strategies should be developed from the objectives for this module listed in the Junior High Home Economics Curriculum Guide, 1987. Refer to chapter five of this manual.

#### AUTHORIZED LEARNING RESOURCES

1. Basic

Creative Living. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1985, p. 365, Chapters 52, 53, 55, 56, 63.

2. Recommended

Creative Living, Teacher's Resource Book. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1986, pp. 100–103, 106, 110, 112.

Creative Living, Teacher's Annotated Edition. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1985, pp. 81-84, 85-88, 96-97.

## Special Purpose Sewing Level III

### Suggested Teaching/Learning Strategies

**Objective 1:** *The student will be able to describe the qualities and characteristics of various household textiles*  
– *determine appropriateness of textiles for specific household needs.*

Choose from:

- a) Brainstorm uses for textiles in homes.
- b) Examine a variety of household textiles on display. Assess each one for suitability of fabric to intended use, durability, aesthetics (if appropriate).
- c) Student lists fibres/fabrics most suitable for given situations. (This activity could include selecting actual samples for given situations.)

**Objective 2:** *The student will be able to manage construction of a project using household textiles*  
– *plan according to skills, available time, and money*  
– *choose textiles appropriate to household need*  
– *practise appropriate sewing techniques and use of pattern*  
– *compare quality, cost, and satisfaction of home-constructed product with ready-made product.*

Choose from:

- a) Construct a textile project related to students' needs and interests.  
Possible choices:
  - wall/locker organizers
  - pillows – quilted, appliqued
  - quilts, rugs – hooked
  - foam exercise mat
  - lampshades – cloth or woven
  - soft furniture
  - giant laundry bag – appliqued
  - travel accessories
  - small appliance covers
  - special occasion decorations – Christmas, Easter, etc.
  - placemats, napkins
  - casserole servers
  - wood carriers
  - "soft" boxes.



- b) Student makes a management plan for project. Evaluation should include analyzing management plan, new skills learned (increased proficiency in skills used before), an assessment of decision-making and problem-solving skills. Is student satisfied with project? What was done well? What could be improved another time?
- c) Design a care label for item(s) constructed.
- d) Field trip or homework assignment to local store(s) to compare quality, cost, and general perceived satisfaction of constructed item with a ready-made household item(s).

Evaluation is a continuous and integral part of this module. Evaluation strategies should be developed from the objectives for this module listed in the Junior High Home Economics Curriculum Guide, 1987. Refer to chapter five of this manual.

#### AUTHORIZED LEARNING RESOURCES

1. Basic

Creative Living. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1985, Chapter 54, p. 410 "Choosing Your Thread".

2. Recommended

Creative Living, Teacher's Resource Book. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1986, p. 99.

Creative Living, Teacher's Annotated Edition. Canadian ed. Don Mills, Ontario: Collier Macmillan Canada, Inc., 1985, pp. 84-85.

#### ADDITIONAL SOURCES

Alberta Power.  
Trans-Alta.  
Electrical utility companies.



## APPENDIX

In searching for sources of information, your school librarian can be a valuable resource person. The school librarian can also provide assistance to students doing research and provide support in building students' information skills.

The following sources of information and their addresses are provided for your convenience. It is suggested that you contact these sources to determine current resource listings and possible cost.

Preview the materials before ordering quantities for students. The criteria for learning resource selection found in Chapter eight can be used when previewing and evaluating the materials.

Agriculture Canada  
Communications Branch  
Ottawa, Ontario  
K1A 0C7

Alberta Alcohol and Drug Abuse Commission (AADAC)  
Central Office, Community Extension Services  
8th Floor, 10109 - 106 Street  
Edmonton, Alberta  
T5J 3L7

Alberta Agriculture  
Print Media Branch  
7000 - 113 Street  
Edmonton, Alberta  
T6H 5T6

Alberta Consumer and Corporate Affairs  
Box 1616  
Edmonton, Alberta  
T5J 2N9

Alberta Consumer and Corporate Affairs Regional Offices

301 Centre 70  
7015 Macleod Trail South  
Box 5880, Postal Station "A"  
Calgary, Alberta  
T2H 2M9

Fort McMurray Provincial Building  
5th Floor West Tower  
9915 Franklin Avenue  
Fort McMurray, Alberta  
T9H 2K4

300 Professional Building  
740-4 Avenue South  
Bag Service 3014  
Lethbridge, Alberta  
T1J 4C7

Peace River Provincial Building  
9621 - 96 Avenue  
Bag 900, Box 9  
Peace River, Alberta  
T0H 2X0

3rd Floor Capilano Centre  
9945 - 50 Street  
Edmonton, Alberta  
T6A 0L4

Grande Prairie  
10320 - 99 Street  
Box 7  
Grande Prairie, Alberta  
T8V 6J4

303 Provincial Building  
770-6 Street S.W.  
Medicine Hat, Alberta  
T1A 4J6

2nd Floor Provincial Building  
4920 - 51 Street  
Red Deer, Alberta  
T4N 6K8

Alberta Energy  
Contact: Supervisor for School Programs  
2nd Floor  
Highfield Place  
10010 - 106 Street  
Edmonton, Alberta  
T5J 3L8

Alberta Social Services and Community Health  
Public Communications  
10030 - 107 Street  
Edmonton, Alberta  
T5J 3E4

Alberta Teachers' Association  
Home Economics Council  
11010 - 142 Street  
Edmonton, Alberta  
T5N 2R1

Consumer's Association of Canada  
251 Laurier Avenue, West  
Ottawa, Ontario  
K1P 5Z7

Health and Welfare Canada  
Publications  
Public Affairs  
Head Office  
Brooke Claxton Building  
de la Colombine  
Tunney's Pasture  
Ottawa, Ontario  
K1A 0K9

In Edmonton: Public Affairs Directorate  
205 10621 - 100 Avenue  
Edmonton, Alberta  
T5J 0B3

Energy Conservation and Renewable Energy Office (Canadian Government)  
Western Regional Office  
200 - Grandin Park Plaza  
22 Sir Winston Churchill Avenue  
St. Albert, Alberta  
T8N 1B4

Energy Conservation and Renewable Energy Office (Canadian Government)  
Regional Communications  
#355 220 - 4th Avenue S.E.  
Calgary, Alberta  
T2G 4X3

Fisheries and Oceans (Federal Government)  
3021 - 5320 - 122 Street  
Edmonton, Alberta  
T6H 3S5

The National Museum of Man  
Loans Officer  
National Loans Program  
Education Section  
Communications Division  
National Museum of Man  
2818 Bank Street  
Ottawa, Ontario  
K1A 0M8

Utility Companies  
a. Electrical  
b. Natural gas



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